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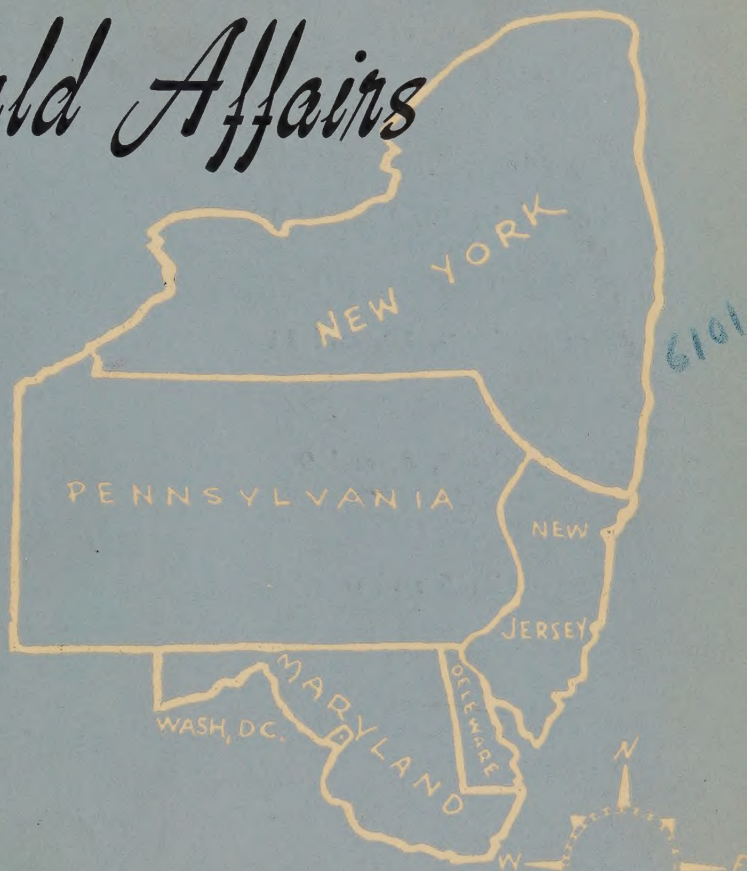
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"Young Americans, as part of their education for citizenship, should have opportunities to learn in school why their country is following a policy of international cooperation, how that policy works and what it means to have their country a member of the UN and Unesco. Teaching about such things is an obligation resting upon all public schools in the United States.

In this country the source of political authority is the people. To exercise this authority wisely, the people must know well their nation and the world of which it is a part.

Those who govern America today and those who will govern it tomorrow need to know about lands and peoples and events far beyond their national boundaries. Within the life span of many now living, the American people have been thrust by circumstances into world leadership. It is a position they did not seek. This world leadership carries with it responsibilities which are as unavoidable as they are unfamiliar. These responsibilities rest on all citizens as well as on the officers of the national government.

American schools, mindful of their duty for training citizens to exercise their sovereignty in the most powerful nation in the world, have sought to meet this need of their students by teaching them about the Constitution and laws of the United States, and about the treaties and organizations through which their nation deals with other nations. Young Americans need also to know the history of mankind's efforts to attain peace among nations and the history of the many failures and the limited successes of such efforts. They need to know how people in other parts of the world live, what they wish for, what they believe. They need to know what is happening around the world today. These things the schools of this nation have taught for many years. They must continue to teach them if they are to remain true to their trust."

The United Nations UNESCO and American Schools
Educational Policies Commission

Foreword

This publication represents a departure from the customary yearly volume of the Middle States Council for the Social Studies. It is not the usual Proceedings covering the Annual Meeting. Nor is it the conventional type of Yearbook. Rather it is a combination of both.

In recent years a number of members of the Middle States Council have felt that the yearly publication should especially strive to be helpful to the many classroom teachers who comprise the bulk of the membership. *Teaching and World Affairs* is intended to do this. Part I, Articles, is made up of a number of statements thought to be of special interest to teachers. Part II, Notes on Proceedings, contains summarized material submitted for publication following the Fifty-First Annual Spring Meeting in Baltimore, May 14-15, 1954. Part III, Resources, is also intended to be helpful to teachers. The emphasis is on those resources which have been thoroughly tested in practice.

It may be felt by some that this publication gives all too little attention to basic purposes and orientation in teaching about world affairs in the social studies. The Advisory Committee on Publications responsible for the volume is quite aware of this limitation. The basic issues in the world today should be explored in social studies classes. The dynamic forces which make for war and peace should be studied. Attitude formation is basically important, along with informational content. Such emphases need to be spelled out in more detail. Space in this publication is too limited to allow this task to be undertaken.

Readers are urged to express their ideas regarding the change from the established Proceedings to something which probably more definitely resembles a Yearbook type of publication. Let the officers of the Middle States Council for the Social Studies and the members of the Advisory Committee on Publications know your reaction to the change. Only thus can future publications reflect the wishes of social studies teachers in the Middle States area.

SAMUEL EVERETT

TEACHING AND WORLD AFFAIRS



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PART I - ARTICLES

"Get Your Guard Up"

FRANCIS H. OLDHAM

C. J. Scott High School, East Orange, New Jersey

"YOU'RE THE type of teacher that uses Unesco pamphlets — you teach world citizenship over nationalism." These were the charges hurled at a social studies teacher in a recent P.T.A. meeting. Nearby in another community the school was being challenged on the display of the United Nations flag; and still another school not far away was in the throes of a debate on the inclusion of the phrase "world citizen" in a pledge of allegiance.

Charges, counter charges, suspicion, doubt — these may be your Armageddon tomorrow. Sleepless nights — doubting glances — they come in the midst of a conscientious, sound, and academic job of teaching. In this arena of the quoted phrase and printed word the public lacks the knowledge to be a qualified referee. Indignant and repeated protests about your opponent's low blows and eye gouging tactics is wasted effort on a referee who is in doubt. So for those social studies teachers who have not yet been seared and scarred by insinuations and false charges in the public arena the best advice is GET YOUR GUARD UP before you're hit with a haymaker from a wild right.

Getting your guard up for a social studies teacher in today's climate of critical opinion means less ranting about *academic freedom* and more emphasis on *academic responsibility* which is the fountainhead of this freedom. *Academic responsibility* in the teaching of world affairs reveals itself in:

- a. Personal erudition (Scholarship)
- b. Selection, control, and use of materi-

als on critical subjects

- c. Balanced presentation on controversial problems
- d. Logical and sound conclusions drawn in your classes
- e. Establishment of public confidence in your teaching.

Personal Erudition (*Scholarship*)

In these times of low salaries and supplementary jobs, the value of sound scholarship may have been diluted to the extent that our guard is down and we as social studies teachers are vulnerable. Superficial knowledge gleaned from the student's clippings for the Monday morning current event period will not bear public scrutiny. Predigested opinions adopted wholesale from syndicated columns, magazine digests, TV commentators and school current event weeklies hardly can be construed as scholarly. Nothing less than scholarship based on the use of source materials, treaty texts, speeches, documentary briefs, State Department bulletins, field reports, and news letters supplemented by extensive reading in biographies, diaries, and periodicals like *Foreign Affairs* will generate public respect for the social studies teacher. This respect for knowledge is the cornerstone of school and community relations.

Selection, Control, and Use of Materials

The public should have confidence in the judgment of those who select and use the materials for the study of world affairs. Therefore, every social studies teacher has the obligation to know thoroughly the texts,

pamphlets and supplementary reading material and the maturity level for which it is designed.

Those who criticize public education usually attack on a broad front probing for weakness. They bore in with a great deal of publicity whenever they find ignorance about materials and authorship. This the public will not accept and negligence is the minimum charge that the social studies teacher can expect when he is not fully informed of the materials he uses in his instruction. *Information not censorship* would have saved him the day.

At his own classroom level he should be conversant with all the materials he wishes to use. He must gather information about the authors, their background and objectives in addition to knowing the content. As a scholar in today's critical atmosphere, he cannot neglect the vast amount of information on books and authors in current Congressional investigations. To form a personal opinion against Congressional investigations in general without ever having read them is prejudgment in the most unscholarly tradition.

In the accumulation of this body of fact no valid source should be neglected. Of course, the actual content of any written material is still the major basis for decisions as to its use; but the author, his background, and intentions in writing the book or pamphlet cannot be ignored any more than the English teacher can ignore the meaning of Shakespeare in the study of his works. He owes to his students that knowledge about the great range of authorship from the pinkish liberal to the bluenose conservative. They need to know for intelligent formation of opinion the objectives of these same authors in writing this particular piece of literature. To do less in any controversial subject in world affairs is dereliction of true scholarship.

If in this search for facts about authorship a social studies teacher may accumulate information showing that the writer has been a part of the conspiracy for overthrowing our government — this would not be the time to prate about "academic freedom" but rather to make serious considered judgments about just how these writings should be used and how beneficial they will be on the class maturity level. At this point serious consideration should be given to the following:

- a. Realizing from the trial statements of C.P. members that a percentage of the royalties on any publication go to the coffers of the party, the social studies teacher must now decide that the content is so useful in his class that it justifies the use of public tax money to partially support this conspiracy.
- b. He must decide that this piece of writing is a must and there is no adequate substitute for his class objectives.
- c. If he makes the decision to use this piece of literature knowingly he must have a clear cut defensible academic objective for injecting these writings into his class work. To use such writings unwittingly without either data on the author or considered judgment on its use is to *let his guard down*. On the other hand, he has valid reasons for injecting these writings into a class situation at certain maturity levels to broaden student concepts, to challenge their thinking and quicken their discussions as well as to let them know, as they have the right to know what the communist line is.

Balance in Presentation

From the adherents of Robert Taft's curtailed support of Europe to the supporters of the Vandenberg resolution creating

NATO, Americans differ on foreign policy. Therefore, as our point of view in world affairs constantly changes with new events and new emphases, the role of the social studies teacher in world affairs is to make sure that all sides of a controversy are aired for the students' benefit. Lack of knowledge about authors and materials at this point will work against him and create the imbalance that is so open to criticism. His responsibility is clear—his work obviously cut out for him.

Logical and Sound Conclusions

Since a social studies teacher cannot in justification to his own professional integrity supply a pat answer for his students, he must become a veritable Socrates in challenging poor logic or improper conclusions drawn on an illogical sequence of fact. He must teach the art of *thinking*, *weighing* and *tentatively judging* facts. He must not as a professional person involve his own personal penchants in any problem. Yet he will be wise enough not to let an immature youngster draw unsound judgments without challenging and rechallenging his logic until the youngster thinks through his reasoning errors.

Public Confidence Reestablished

When the social studies teacher:

- a. has demonstrated sound scholarship
- b. accumulated usable knowledge about the authors and materials he uses
- c. is known for his unbiased treatment of all controversial issues
- d. is an expert in stimulating critical thinking in youngsters

then public confidence will be in his corner when the first wild flurry of charges is hurled. The public, secure in complete knowledge of his methods, will rally to his aid as they did recently in a community when the Anti-Communist League hired the school auditorium for a rally to prove subversive methods and materials were being used by a social studies teacher. Alumni, parents, and friends without a single doubt about the social studies program rallied to question both the motives and specious arguments of the critics and rejected completely their accusations. HIS GUARD WAS UP!

Some Observations On Teaching About The United Nations

GRAHAM BECKEL
Queens College, New York

THE QUESTION of holding a General Conference for the purpose of reviewing the Charter of the United Nations will be on the agenda of the tenth annual session of the General Assembly. Might it not also be pertinent for teachers of social studies to review their teaching about the United Nations since the ratification of the Charter?

In the course of the academic year the writer has the opportunity to observe a great deal of teaching in this area from the upper elementary school through graduate courses offered by universities. It is not the writer's purpose to criticize this teaching but rather to report on what he senses as present dangers inherent in some of this teaching and to pass along to his

colleagues some observations that seem constructive.

As we look back over the past nine years of teaching about the United Nations one fact looms large—we have not maintained a good perspective in our teaching. What is suggested here? The writer fears that most students are leaving our classrooms with the idea that the United Nations has sprung full blown on Manhattan Island and now represents the be all and end all of world peace. Social studies teachers know full well that the history of American participation in world peace organizations is a comparatively recent phenomenon. Although public opinion polls reflect a strong current support for the United Nations is our teaching about the Organization such that our students would lose faith in the principles of international organizations devoted to world peace if the present one should fail?

It is only natural that teachers in America should stress the United Nations in their classrooms. After all many of these teachers have been in the forefront of the struggle to fashion public opinion toward a willingness to share in such international organizations during the frustrations of the twenty-five years following Versailles. After we became a Member nation the tendency was to stress the strong points of the United Nations as an organization and to minimize its role in history as one of man's expressions of his "will to peace." The fact that the new International Headquarters was in New York made the Public Information Service of the organization readily available to American teachers and they took advantage of this opportunity to acquire materials. By good fortune of this location many of us in the Middle States' area were able to take our students on "tours" of the Headquarters. Organizations such as the American Association for the

United Nations established prize contests about the UN and through these, and many other services, stimulated interest in the Organization. The sum total of these resources may have so conditioned our teaching and our syllabi that we devoted too much attention to the machinery in and of itself and neglected the *ideas* that were involved.

It seems to the writer that in many classrooms this "romance" of the first nine years has come to an end. In the midst of the power struggle between the USA and the USSR teachers are developing approaches to a study of the United Nations that give perspective to the *ideas*. One might call these frameworks for discussion about the United Nations. While the scope of these frameworks is limited only by the number of dedicated teachers, the writer would like to select the seven that follow for brief comment:

1. The UN as machinery for curbing the forces making for war.
2. The UN as one of man's historic expressions of his "will to peace"
3. The UN as an experiment in democracy
4. The UN as part of our foreign policy
5. The UN as a way of solving problems in human rights
6. The UN as an extension of community services
7. The UN as an aid in solving community problems.

In 1943 Herbert Hoover and Hugh Gibson offered their concept of what they called the "seven dynamic forces that make for peace and war" in their *Problems of Lasting Peace*. This book is out of print but the essence of what they had to say may

be found in a pamphlet under this same title published by Van Nostrand. They list the dynamic forces as being: ideologies, economic pressures, nationalism, imperialism, militarism, the complexes of fear, hate, revenge, and the will to peace. They develop a top-flight historical outline of these forces and challenge the creators of any new organization dedicated to world peace (The UN was yet to be!) to create machinery that could cope with or harmonize these forces.

A glance at the front page of any issue of the newspaper press will provide adequate evidence that there are conflicts, and serious ones, stemming from these dynamic forces. As a matter of fact if your students would be willing to make a collection of

articles dealing with these forces taken from five or six newspapers over a period of three or four weeks they might be inclined to ask, "Why aren't we in a Third World War?" One of the reasons may be because the machinery of the United Nations provides an opportunity for curbing or minimizing these forces. Space precludes a recitation of why this is so but a study of the Charter will lead to obvious conclusions.

Moreover these forces, either singly or in various combinations, have been the causes of wars down through the centuries. And during this long span of history man has developed ideas and organizations in an attempt to cope with these forces. This leads to a brief consideration of the second framework.

The UN at One of Man's Historic Expressions of His "will to peace."

The phrase "will to peace" is taken from the seventh dynamic force stated by Hoover and Gibson. Some idea of the depth and

diversity of this "will to peace" is reflected in the following list of plans, proposals and organizations:

1. Amenophis, IV, (Ikhnaton), Egypt 1375 BC
2. Peloponnesian League, Greece, 550 BC
3. Roman Empire (Pax Romana)
4. Holy Roman Empire, 800
5. The Proposals of Gerohus, 1190
6. The Swiss Confederation, 1291
7. The Peace Confederacy of the Iroquois, 1457
8. The Great Design of Henry of Navarre (1533-1610)
9. New England Confederation, 1643
10. The Plan of William Penn, 1693
11. The Plan of Saint-Pierre, 1713
12. The Albany Congress, 1754
13. The Plan of Jean Jacques Rousseau, 1761
14. The Plan of Jeremy Bentham, 1786
15. United States of America, 1789
16. The Plan of Immanuel Kant, 1795
17. Congress of Vienna, 1814
18. The Holy Alliance, 1815
19. The Quadruple Alliance, 1815
20. The Concert of Europe
21. The Monroe Doctrine, 1823
22. The Geneva Convention, 1864
23. The Brussels Convention, 1874
24. Congress of Berlin, 1878
25. Pan-American Union, 1890
26. The Hague Conferences, 1899-1907
27. London Conference, 1909
28. International Unions (Telegraphic Union, Postal Union, etc.)
29. The League of Nations, 1919
30. International Labor Office, 1919
31. Washington Conference, 1921-22
32. London Naval Conference, 1930
33. Permanent Court of International Justice, 1922
34. Locarno Treaties, 1925
35. The Kellogg-Briand Pact, 1928
36. The Atlantic Charter, 1941
37. The Moscow Declaration, 1943
38. The Declaration of Teheran, 1943
39. Dumbarton Oaks Conference, 1944
40. San Francisco Conference, 1944
41. The United Nations, 1945
42. The Specialized Agencies of the United Nations.

This list is not intended to be all-inclusive nor is it to be expected that students will make a study of all of these organizations. It is presented to illustrate that most areas of history afford examples of the

"will to peace" and that a comparative study of our own expression in the United Nations might tend to give students more perspective.

It should be borne in mind that there are other expressions of what our "will to peace" should be and examination of the proposals made by such organizations as The Citizens Conference on International

Economic Union, The Institute for International Government, The World Government Association, The United World Federalists and others might enhance this perspective.

The UN as an Experiment in Democracy

An interesting approach to the question "Is the United Nations a democratic institution?" was based upon the propositions for democratic living as set forth by Eduard C. Lindeman in his collaboration with T. V. Smith entitled *The Democratic*

Way of Life (Mentor, 35c).

Lindeman cites seven propositions for "a prospective program of democratic thinking and acting." Briefly stated these propositions are as follows:

1. Persons striving to adapt themselves to the democratic way of life are required to discipline themselves to one variety of unity, namely unity which is achieved through the creative use of diversity.
2. Persons dedicated to the democratic way of life are capable of moving in the direction of that goal if they are prepared to accept and live according to the rule of the partial functioning of ideals.
3. The democratic way of life rests firmly upon the assumption that means must be consonant with ends.
4. Genuine consent, a vital ingredient of the democratic way of life, is the end-product of discussion or conference.
5. Economic, social and cultural planning are modern requisites for survival.
6. Efficiency for democratic institutions is derived from a high level of functional correlation.
7. The modern democratic way of life can be realized in this age of self-consciousness only if its precepts and ways of living are incorporated in the educational system."

Using this list as a guide, and underscoring the fact that these are *assumptions* about the democratic way of life, the teacher with her class then set themselves the task

of analyzing the purposes, structure, and activities of the UN and its specialized agencies against these criteria.

The UN as a Part of Our Foreign Policy

In this approach a perspective was gained by taking a look at the total picture of U.S. foreign policy and establishing the role of the UN therein. As a guide to the study the class used three brief paragraphs from Walter Lippmann's *U. S. Foreign Policy, Shield of the Republic* (Little, Brown and Co., Boston, 1943) as follows:

"I mean by a *foreign commitment* an obligation outside the continental limits of the United States, which may in the last analysis have to be met by waging war.

I mean by *power* the force which is necessary to prevent such a war or to

win it if it cannot be prevented. In the term *necessary* power I include the military force which can be mobilized effectively within the domestic territory of the United States and also the reinforcements which can be obtained from dependable allies.

The thesis of this book is that a foreign policy consists in bringing into balance, with a comfortable surplus of power in reserve, the nation's commitments and the nation's power."

The class worked out a list of our current commitments such as the North Atlantic treaty, the Anzus treaty, the Philip-

pine treaty, the Rio treaties and others. During a study of these commitments many questions were raised about the United Nations. Are there provisions within the Charter for the existence of such treaties? Is membership in the United Nations a "commitment" outside our continental limits? Why hasn't the Military Staff Com-

mittee been able to make progress? What is the status of the international control of atomic armaments within the UN? What is the role of the United Nations during a period of power struggle? Honest and searching answers to these questions would appear to give a better perspective on the the United Nations.

The UN as a Way of Solving Problems in Human Rights

One teacher and his class approached the United Nations through a case study of human rights. They followed the Declaration of Human Rights from its inception, as a suggestion on the floor of the General Assembly, through to its adoption in Paris. This study involved every organ of the United Nations. It afforded an interesting look at comparative rights in Member Nations and a better understanding of the contributions of other nations to the develop-

ment of our own basic documents in this field. It suggested problems of our own that we share with others. The work pointed up that while a Declaration found the nations in reasonable harmony, the hammering out of a Covenant of Human Rights is an entirely different matter. All in all the class exposed the strengths and shortcomings of the United Nations through a study in depth that gave them perspective.

The UN as an Extension of Community Services

The writer has found that in the upper elementary and junior high school one of the best approaches to the idea of the United Nations is through a study of its Specialized Agencies. The study of international cooperation at this level should concern itself with situations the students already know something about. Telephones, radio, mail service, working conditions, planes, schools, doctors, food, banks, trade, and the weather are within the ken of all. As these local services become the work of the Specialized Agencies at the international level the transition is a realistic one.

What problems can we think of in getting a plane from a local airport to London, of making a telephone call to Indonesia? As the list of problems begins to grow we realize that somehow nations must work together to solve these problems. This leads to a functional study of the Specialized Agencies and their association with the United Nations. The writer has reported on his experiences in this area in *Workshops for the World, The Specialized Agencies of the United Nations*. (Abelard-Schuman, New York, 1954).

The UN as an Aid in Solving Community Problems

Much excellent work is being done in secondary schools through a study of community problems. Many of these problem areas; narcotic drugs, highway safety, conservation, housing, migratory labor and others are common to neighborhoods throughout the world. Because these prob-

lems involve a day by day, hardworking, and unspectacular approach to their solution most do not make headlines. This is also true of the work being done by the Economic and Social Council to help neighborhoods share experiences in solving these mutual problems. Many experts hold that

the Economic and Social Council is the most constructive forward step that the United Nations machinery made over that of the League. There is no reason why our study of community problems should not be expanded to include the work of ECOSOC.

The writer is convinced of the feasibility of this approach since gathering material for a manuscript he trusts will help teachers and students make this transition.

The important consideration to keep in mind concerning our teaching about the United Nations is not that of a "be all and end all" for world peace but rather that win, lose, or static during a power struggle, the United Nations, viewed in perspective, is one of the great milestones down the highway man is building toward peace with his fellow men.

Utilizing Travel Experiences

DOROTHY GRAY
Queens College, New York

ARE YOU one of those teachers who, in an effort to help your students develop a better understanding of the life and problems of another country or culture, has enthusiastically planned for some kind of "direct experience" with people from that country—only to find that the experience *deepened prejudice* rather than increased understanding? Those of us who have had this disillusioning experience are very much aware of the fact that a change in attitude does not necessarily follow face-to-face contact and that careful and discriminating planning is most essential.

On a nation-wide scale Americans are relying on the "exchange of persons" as one of the quick and effective ways of helping us gain perspective and maturity in the field of international relations. So we have substantial funds being appropriated by Congress, Foundations, professional groups, churches and social agencies to make this exchange possible. At the same time, more Americans are doing independent travel outside the U. S. than ever before.

This means that practically all teachers (especially those in the areas included in the Middle States Council for Social Studies) have unprecedented resources available. Almost every high school has some teachers

who have travelled abroad; many schools have exchange teachers; often there are colleges nearby with foreign students in attendance and with faculty members who have had experience in other countries; in the community, the men's service clubs, women's clubs, churches, etc. have guest speakers from other countries who can and do talk to the high school groups; some high schools have exchange students themselves or are visited by groups of students from other countries (for example, secondary school students from approximately thirty countries are brought to the U. S. by the New York Herald Tribune for their Forum each year); and many high school students themselves have travel experience abroad — some going with tour groups made up of adolescents and some going with their parents; some high schools have adopted a high school in another country and conduct a lively exchange of letters and pictures in addition to the material aid that is sent. We must be sure that these resources for increasing international understanding are not wasted, either through apathy and failure to see the potentialities, or through misuse.

There are many commonly recognized ways by which living or visiting in another

country helps to increase international understanding. Here are a few supplementary activities being carried on by social studies teachers which serve to increase the effectiveness of this program of exchange of persons.

Utilization of Visits of People from Other Countries:

1. Prepare for the visit by having students get some background information about the country from which the visitor comes. If students know something of the achievements, aspirations and problems of the country, they do not use the time of the visitor to get elementary information. This preparation does not mean, however, that the visitor should be concerned only with large political issues and intellectual considerations. It is most important that through this direct relationship, students get a "feel" for the every day life of the people. While interest may be heightened through the inclusion of human interest items, both visitors and teachers must avoid an over-emphasis on the quaint or exotic aspects of life in the other country, for it tends to accentuate differences, divert attention from more basic matters and defeat the whole objective of increased understanding.
2. Help students think in advance about the kind of information they want to get from the visitor and the kinds of questions which will be most effective. If there is a rather free discussion period and there are differences of opinion it is not always easy to achieve frankness without rudeness. Role playing and other means may be used to help students become sensitive to the position of the visitors. There needs to be consideration of possible differences in points of view. Through projecting their

thinking ahead to consider these differences, students can be helped to realize that if frank questions are asked of the visitor, they should not resent it if his views do not coincide with those commonly held in the U. S.

Another way to make the question period a fruitful one is to avoid asking questions which push the visitors into making too inclusive generalizations. Some people from other countries, like some Americans, are prone to find easy answers or to bolster their point of view by making sweeping generalizations. This tendency can be lessened if students are aware of this danger when they are planning questions.

3. Help students understand that not all visitors will be "experts", and certainly none will be expert in answering questions in such diverse phases of life as cultural development, social problems, government, defense planning, financial and trade problems, etc.
4. If the teacher and/or a small group of students has a preliminary conversation with the visitor, he can be informed of the topics in which the students are especially interested.
5. Use discrimination in issuing invitations to visitors and make a real effort to see that different points of view are represented.

Utilization of Our Own Travel Experiences:

We probably do a better job of using visitors from other countries than we do of utilizing the travel experiences of our own teachers and students. Too often we consider travel as an "interesting experience" which provides a series of anecdotes that are good conversation pieces, but fail to use it as the springboard for vital experiences for the total class group. Some ways in which we might make more effective use of this resource as an aid to in-

ternational understanding are:

1. Let the group help the person prepare for the trip. When it is known that a student or teacher will travel outside the country the whole social studies class might take some time to discuss the trip and list the things it wants the person to watch for, make notes on, and report back on. For instance, there might be a wide variety of questions for persons of their own age group in another country; questions about sources of information in the other country—kinds of radio programs, differences in their newspapers and ours, etc. Discussions of this sort would serve, of course, not only to benefit the person taking the trip, but would probably result in increased interest in the other countries by all the students.

High school students who are traveling will probably have few opportunities to make important decisions about itinerary and overall plans. But discussions in school could certainly help them broaden their interests and become more aware of the significance of what they will see. The report concerning one group of high school students that travelled in Europe last summer is a striking testimonial of the need for this kind of preparation. The two chief concerns of these students while in Europe were shopping and finding American movies to attend. As they went from country to country they not only failed to gain any significant understanding of other peoples but their behavior had a distinctly negative effect on the Europeans they contacted and their understanding or appreciation of Americans!

2. Everyone who returns from a trip has the problem of deciding which of his

impressions are atypical and which are fairly representative and accurate. Some precautions against over-generalization can be taken before a person starts on a trip and others will have more meaning when he returns. One way to evaluate impressions is to have a discussion with a student or teacher who is here from the country that has been visited, or with another person who has visited that country. Care must be taken, of course, to see that this is a real discussion and sharing of ideas and not an argument.

Schools can help people realize that travel does not furnish answers as much as it serves as motivation for further study. Social studies teachers, particularly, can plan work which will utilize travel experiences to open up whole new areas of work.

As social studies teachers, we must constantly be alert to the opportunities for helping our students get the information and the attitudes which will produce more genuine international understanding. Some groups working in this area are using the word "mutuality" to indicate the kind of attitude desired. This implies a two-way process, a recognition of the contributions of other peoples to our own life and culture as well as our responsibility for making a contribution to theirs. It also precludes the smug, lady-bountiful attitude that Americans are often accused of assuming.

If the concept of mutuality were achieved, we would expect and appreciate differences, would have an emotional as well as intellectual understanding of the problems of other people, and would be freed to work constructively and creatively on our problems.

PART II - NOTES ON PROCEEDINGS

Middle States Council for the Social Studies
Fifty-first Annual Spring Meeting
Baltimore, Maryland, May 14-15, 1954

President's Address - "Freedom to Choose"

FRANKLIN L. BURDETTE
University of Maryland, College Park, Maryland

IN AN age when men believe that ours is the highest peak of civilization yet attained, three-fifths of the adult members of the human race are illiterate. In our land, we have built our civilization and our political liberty in the certainty that informed men and women are better able to make right choices. Indeed, in many circumstances no choice at all is possible without information on which to base it. Opportunity depends on freedom of choice, that freedom must depend on information, and information depends on the nature and quality of education. We know that genuine liberty cannot prevail in the world unless education opens the way to freedom of choice based on accurate information.

Among many peoples, it is still exceedingly difficult to obtain accurate information. And only leaders of opinion, "intellectuals," are in many instances trained to make use of information which can be found. America's role as a partner in the free world is, as never before, one of sharing information and techniques of acquiring it. "Sharing" is an important part of the process, because we as a people have not only much to give but much to learn from others. A "two-way street" of sharing and understanding between peoples can become one of the great highways of friendship indispensable to world peace.

The government of the United States has

made important investments for better understanding abroad of our international policies, of the moral values by which we live, and of the real identity of interest which we have with free people everywhere. We have developed the Voice of America to present objective information where it is eagerly sought but difficult to obtain. We have furnished the advantages of a free press, supplying information about American policies to peoples who never before have had access to such knowledge. We have shown motion pictures about our policies and values, contrasting them with totalitarianism and oppression. We have opened and now maintain in 63 countries information libraries which make available to other peoples the best and most useful of our printed knowledge. These activities of our government, now under the United States Information Agency, have been carried out with the enthusiastic assistance and cooperation of many people, organizations, and communities here and abroad. Indeed, some of the most effective of this information sharing has been done under joint, or binational auspices.

Moral, cultural and educational values and ideals as we know them in America, always the foundation of our opportunity and progress, have now become the hope of the world. Because they are based on human integrity rather than on false promises, their fundamentals are everywhere

accepted and adapted as universal values by free peoples who understand and know them. As a consequence, American education, conceived broadly, is today faced with the challenging opportunity of making its work the foundation of world peace and freedom as truly as its accomplishments

have been the foundation of national unity and understanding. When truth is fully known to men, we need have no fear of their decisions. In joining with the rest of the free world in finding and teaching truth, we are engaged in the only sure way to world peace.

Elementary Section

“Learning to Live in the Wide House of the World”

Recorder: Ellen Adair, Sarah W. Pyle School, Wilmington, Delaware

Chairman: Muriel Crosby, Elementary Division, Wilmington, Delaware

Panel Participants:

Molly Alter, Elementary Supervisor, Levittown, New York

Lorraine Knupp, Intermediate Teacher, Washington, D. C.

Edward Dyer, Intermediate Teacher, Wilmington, Delaware

Grace Rawlings, Elementary Principal, Baltimore, Maryland

Dorothy Van Horn, Third Grade Teachers, Gilman Country School, Baltimore, Maryland

Madeline Lambdin, First Grade Teacher, Baltimore, Maryland

Helen Harper, Laboratory Teacher, Teacher Education, Washington, D. C., *Hostess*

AN OLD proverb tells us that “One of the measures of a man is his ability to live in the wide house of the world.” But man has to *learn* how to live in this world; the concern of the Elementary Section Meeting of the M.S.C.S.S. was that he learn well as early in his school life as possible.

The important role of the teacher was emphasized again and again. Unless teachers themselves are interested, *feeling* people, they can never instill in their children attitudes and appreciations which will make them the kind of persons who can be instrumental in bringing peace to our world because they really care about the state of the world. Teachers must be interested in international affairs and be able to bring to their children some understanding of the world situation. They must know literature and science and what in each contributes to our living. They must know what resources are in the community and must use these resources. Teachers and children cannot isolate themselves in a classroom.

Teachers must open children’s eyes, and keep them open, to the wonders of the world and give them a chance to explore and discover these wonders. Young children must know people of different races; if it is not possible in some cases to have real experiences, they must not be allowed to stay on plateaus but must be stimulated constantly to increasing awareness of others. Films and exhibits should be used to help children develop understanding.

Teachers must have a feeling for humanity, for all people, not one specific race. If a teacher does not have this attitude but is self-interested and narrow, she can do harm. She must have convictions for she must also convince the parents of her children and the lay citizens whom she meets.

Teachers must know the backgrounds of their children and the characteristics of different races and religions in order to understand fully each one who is under her guidance during the school day.

Teachers must give their children many experiences in social living so that they will have opportunities to live with, and to understand, the democratic process. Even in kindergarten children learn to share, to get along with others, and to undertake certain responsibilities.

An immediate problem which must be faced by teachers is that of the integration of all people no matter what their color. Several instances were cited where Negro and white children worked on common problems which had nothing to do with their color. Problems such as this can be met best by teachers who want above everything else to make their children comfortable. Material things such as new buildings, visual aids, musical instruments and the like help to contribute to this comfort, but a love for children and a deep conviction that all children must have a fair and equal chance are the important factors in eliminating the prejudice which exists. Teachers must know and teach our heritage, our beliefs, our ideals. We have to give more than lip service to our democratic way of life. Teachers must live it if we expect our children to believe what we teach.

We have been too factual in our teaching. If a teacher really knows literature and uses it well, children's imaginations will be stirred more easily. Music, songs, stories, creative activity, dramatization all serve to help them remember what they learn about their past. We need more of the kind of thing that Carl Sandburg did in *Remembrance Rock* where the lives of common ordinary folk are described to develop a feeling of how our country can be.

Teachers must help children develop skills in critical thinking so that they are able to distinguish fact from fiction. An example was given where two groups listened to television and radio and a third read newspapers. All of them then dis-

cussed what was fact and what was opinion in news reporting. Children must have something really pertinent to discuss. They must be stimulated to answer their own questions. They must be kept straight by wise adults so that they do not get upset by confusions around them at home and in the world.

Often children hear one thing at school and another at home. Differences in the various ethnic groups illustrate this point. The school tries to help children realize that all people have certain likenesses or differences but parents have blind spots regarding Jews or Negroes or money or levels of society!

Parents and lay citizens must understand what we in the schools are trying to do but they can do it only by seeing good programs in action taught by teachers who have a firm belief in what they are teaching. The Liberty School in Baltimore is doing an outstanding job in bringing in parents as resource persons and using them on such committees as curriculum and safety. Parents in the Liberty School are as important as teachers. They know what is going on and why. They evaluate the school and make recommendations. Such cooperation among administrators, teachers, parents and children eliminates the misunderstanding and many false ideas which have caused so much criticism of our public schools. Children must learn to live well in this world and they can't if there is friction between the home and the school. Color, race, creed mean nothing to young children. They are not born with prejudices. These they acquire from their parents and other adults. The school working with the home must see that these prejudices do not grow. A good school has good people in it, people who care about people, and who want their children to care so that all people *will* be welcome everywhere.

Secondary Section

“Secondary School Experiences In Building World Understanding”

Recorder: George I. Oeste, Germantown High School, Philadelphia, Pennsylvania

Chairman: John Niemeyer, Oak Lane Country Day School of Temple University, Philadelphia, Pennsylvania

Panel Participants:

Dorothy Allen, Alexis I. duPont High School, Wilmington, Delaware

Edna R. Carter, Supervisor of History, Baltimore, Maryland

William H. Cleveland, George School, Pennsylvania

Rubin Maloff, Bureau of Curriculum Research, New York City Public Schools

Edwin P. Steeble, Germantown High School, Philadelphia, Pennsylvania

JOHN NIEMEYER, Chairman, in introduction of the subject, expressed the view that teaching world affairs was a process of broadening the horizons of young people, not only in an educational sense, but also emotionally. The experiences we provide for them in this field must necessarily cover a wide area.

Rubin Maloff, New York City, with the consent of the chairman, addressed himself to the proposition that our whole orientation to the study of world affairs has been too narrow. We of the Judaic-Christian heritage, white, well-fed, and healthy, are actually a minority in this world, and we have often failed to realize our responsibilities to those who differ from us.

He pointed out, also, that we have been more and more fearful of losing our political independence, because of powerful forces in the world opposing us, that we often have been pressured into accepting a curtailment of our rights of free expression and open participation in world affairs. He cited the attacks on the UN and UNESCO as part of a movement to cause us to return to isolationism and to “make us parochial in our outlook.”

Dorothy Allen, of Wilmington, Delaware, spoke of the very successful United

Nations Conference which Delaware schools hold annually. Beginning with ten schools in Wilmington in 1949 it has grown to a project involving 32 schools and 500 participating students. Speakers of note from the UN and the National Government have addressed the group, and this year's conference also had many young people in key positions, chairing meetings, drawing up resolutions, and carrying out detailed program arrangements. These conferences have proved to be veritable laboratories in building international understanding.

Edwin Steeble, of Philadelphia, discussed the participation in world affairs in a large public high school, where he has charge of the school affiliations program. Many of the boys and girls in this school correspond with “pen pals” in the French or the German affiliated school of this high school. Many rich experiences have come to the American boys and girls as a result of their correspondence, their sending and receiving of school gifts, the exchange of pictures, and most important, from the exchange of students. Last year a fine boy from the German school spent the year in America attending the high school, and this year a young lady from the French school has been sojourning in Philadelphia.

Edna Carter, of the Baltimore public

schools, gave a well-organized picture of the teaching of world affairs in the junior high schools of that city. Taking as her theme an Apochryphal quotation: "I shall light a candle of understanding in thy heart which shall not be put out," Miss Carter showed that the Baltimore schools were definitely working toward world understanding in their social studies work. In the junior high school years they are emphasizing the broadening concept of the community which includes the whole world. Not only the schools themselves, but organizations like the United Nations Association work toward these ends. Active student clubs and discussion groups in the secondary schools work through the Association in various school-centered and city-wide programs of interest to young people. The Junior Red Cross program is also effective in the secondary schools in promoting world-mindedness. Their program of exchange of articles of all sorts with young people throughout the world has led to a wide interest in nations abroad. Direct relationships have been established with classes around the world. Many activities conducted as part of the program of the secondary schools have proved invaluable toward building world understanding. Among these have been resource persons, exchange teachers, foreign visitors to the city, representatives of consulates and foreign embassies, and frequent class trips to the Pan American Building in Washington.

William Cleveland, of the George School, in Pennsylvania, spoke of the work camp experiences which students from his school have had in helping to rebuild school buildings in Europe which were destroyed in the war. As a leader of one of these student groups, Mr. Cleveland told a moving story of his group's trip to Europe and the work they did in Germany in co-operation with their German affiliated school. He also taught for a time in one of the German schools under an exchange program. With the help of a Foundation, their school was able to send a large delegation of young people to take part in this project, the "Teen-age work camps." Ten boys from George School and ten from the affiliated school in Dusseldorf spent five to six weeks laboring with their hands in the school rebuilding program.

Mr. Cleveland spoke feelingly of the fine fellowship that grew up among the young people of the two countries. So successful has this program become that this summer the sixth group will go to Europe, consisting this time of both boys and girls. Their project will be to work in the Sauerland, to put in order a property in the forest which the German school has purchased for a Schullandheim.

Out of these experiences have come a new understanding of democratic values through the atmosphere created by the spirit of brotherhood and understanding.

College Section

"Approaches to the Study of World Affairs"

Recorder: Paul O. Carr, Wilson Teachers College, Washington, D. C.

PAPERS WERE read by Dr. R. W. Cordier, State Teachers College, Indiana, Pennsylvania, on "The Teachers College" and by Dr. Charles B. Clark, Washington Col-

lege, Chestertown, Maryland, on "The Liberal Arts College." The discussion leaders were Dr. Samuel E. Burr, American University, Washington, D. C., and Dr. George

G. Windell, University of Delaware, Newark. Dr. Paul O. Carr, Wilson Teachers College, Washington, D C. was chairman.

The basic approaches to a study of world affairs are not materially different in the two types of colleges, except that the teachers colleges, in keeping with their primary objective, must prepare students for teaching. Both types of colleges emphasize the need for an understanding of world affairs, a sense of values, and the social competence to view the world intelligently. An intelligent citizen should have the best possible understanding and appreciation of the forces creating world tension and conflict and the conditions and developments that make for peace. The position of leadership of the United States in world affairs today places a serious responsibility upon both the teachers colleges and the liberal arts colleges.

World affairs are concerned with the conditions and problems that create conflict and with the conditions and factors that make for peace. In a world in which decisions may affect people anywhere in a very personal way, world affairs become everybody's affairs.

It was pointed out by Dr. Cordier that the teachers college has an obligation to prepare students to assume their role as mature citizens of the community, to prepare them for their profession of teaching, and to reassess the social sciences in terms of the particular contributions they can make to the clarification of contemporary world affairs. The best that we can hope for is that a study of world affairs in our schools and colleges will enable students to view the affairs of today with intellectual understanding and that it may equip them to deal intelligently and effectively with the affairs of the world that are current in their days of decision.

All the social sciences in college provide

an opportunity for the study of world affairs. International problems have all sorts of ramifications. However, the courses in history offer unlimited opportunities for teaching world affairs. Courses which have as objectives the search for truth, mutual influences among nations and peoples, the importance of social and economic factors, and the long struggle among peoples for tolerance and peace are instruments contributing to better international understanding. No effort should be spared to make history vivid through the use of authentic visual aids, various types of reading materials, and carefully selected source materials.

Dr. Clark emphasized that the study of history provides the background against which current problems may be viewed, that it helps to develop critical standards for the evaluation of evidence so necessary for the solution of social, economic, and political problems, and reveals the truth about the human past.

Historical parallels of personality, policy, or situation between an earlier age and the present day should be drawn whenever possible. Understanding, however, will contribute to the solution of a problem only if it is translated into a meeting of minds, mutual consent, and effective action.

Within recent years numerous attempts have been made to assess the interpretation of historical fact and the adequacy of the selection of historical materials in our history textbooks in an effort to promote international understanding. Students should be encouraged to form discussion groups, international relations clubs, and forums for the purpose of discussing world affairs. This type approach is well adapted for teachers colleges, as the students may later use this procedure in the schools.

Foreign students on the campus may help

promote a study of different cultures. Similarities of peoples and cultures should be emphasized but not to the extent of eliminating all the differences. An awareness of differences may contribute to a better understanding and appreciation of other peoples.

Some emphasis was given to the course offerings in the social sciences. It was

pointed out in the discussion that we should not expect too profound an understanding of world affairs from our college students. The ability to think clearly and independently and to exercise rational judgement are the primary functions of the colleges. Travel, an acceptable philosophy of life, and the problems of an over-crowded curriculum came in for their share of the discussion.

PART III - RESOURCES

The Use of Films in Teaching International Relations

WALTER E. KOPS

State Teachers College, Upper Montclair, New Jersey

THERE WOULD be few if any teachers who would deny the value of the supplementary use of films in any aspect of a school program designed to promote international understanding. Unfortunately the recognition of the value of a teaching aid does not automatically bring about its use in the thousands of classrooms where international relations form an integral part of the class program. In this all too brief account we hope to present a highly selected list of films which experience has indicated can be useful in the study of international relations. It is our further hope that through such a list all teachers concerned with the teaching of social studies may be encouraged to make extensive use of these aids in their classrooms.

It may be that this reluctance to use films in this field is prompted in part at least by the difficulty encountered by the classroom teacher as she wades through the listing of thousands of films designed for use in her classroom. While no comprehensive listing of films in the field of international relations exists, two related listings would be of help to the teacher desiring further help in selecting additional films. The first of

these is a descriptive catalog of selected films on United Nations and Unesco topics entitled FILMS AND PEOPLE (Educational Film Library Association, 1600 Broadway, New York 19, N. Y. 50 cents). It was compiled in 1952 for the Third National Conference of the United States National Commission on UNESCO. While these films must be suitable for adult audiences to insure listing, many are of great value for use with school groups as well. The second publication of a specialized nature that should prove helpful is GUIDE TO FILMS IN HUMAN RELATIONS (Department of Audio-Visual Instruction, NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C. \$1.00). A subject index lists twenty-six films under International Relations. For each there is included an evaluation, a content summary and some comments of its use.

An outstanding series of films for international understanding is THE EARTH AND ITS PEOPLE (United World Films). There are thirty-six films in the whole series. Using a youthful English speaking native as a narrator, the class is led to an understanding of the basic problems of

everyday living in such places as South China, Morocco, Malaya and Peru. It is in the appreciation of the fundamental similarities that lie beneath the superficial differences portrayed in these films that this series can make a real contribution in the field of international relations. While the quality of all the films is very good, one can be singled out for special mention here. **FARMERS OF INDIA** (20 min. sound black and white) deals with life in the densely populated, underdeveloped lands of the Middle Ganges Valley. Like the others in the series it is suitable for audiences from junior high school on up through college level.

A novel approach to world understanding is shown through **THE FAMILY—AN APPROACH TO PEACE** (McGraw Hill, 19 min. sound black and white). It is a thought provoking film suitable for senior high school and college. Presenting authentic scenes from family life in five widely scattered countries, it emphasizes similarity of the fears, hopes and aspirations of family groups everywhere.

There are many films depicting the work of the United Nations and a separate listing of such films is available (Department of Public Information, United Nations, N. Y. Free). Probably the best general film on the work of the United Nations is **GRAND DESIGN** (UN Film Division, 9 min. sound black and white). The film reviews the problems which have been faced by the United Nations and its specialized agencies since 1945 as they combat the enemies of mankind whether they be presented by nature, or human nature. It has been used successfully on levels down to and including junior high school. Another aspect of UN work is depicted in **OF HUMAN RIGHTS** (UN Film Division, 20 min. sound black and white). Turning on the United Nations Universal

Declaration of Human Rights, it vividly portrays the price that has been paid through violation of human rights. Although designed primarily for adult audiences, with proper caution it could be shown to junior and senior high school groups as well. Human rights also form the basis for the excellent Australian film **BORN EQUAL** (Library Films, 10 min. sound black and white). In its interpretation of the Declaration of Human Rights it places special emphasis on the rights of children and the rights which children can best understand. Its value in international relations is further enhanced by the authentic Australian background. The film can be used on all grade levels from six on up to college.

Two other UN films relating to children are worthy of special consideration. **FOR ALL THE WORLDS CHILDREN** (UN Film Division 30 min. sound black and white) shows the manifold activities of UNICEF. Younger children seem to get a great deal out of the shots of children in various parts of the world, but the significance of the work of this specialized agency is pretty much lost below the senior high school level. A very fine film centering around the impact of UN activities on one family is **FATE OF A CHILD** (UN Film Division 17 min. sound black and white). This too would be most effective on the senior high school and college levels. It emphasizes the type of conditions in the underdeveloped areas of the world which the programs of economic development of the UN are prepared to eliminate.

The role played by foreign trade in the field of international relations is dramatically shown in **ROUND TRIP: THE U. S. A. IN WORLD TRADE** (International Film Bureau, 20 min. sound black and white) It shows foreign trade as a two way process. Through the use of animation

and unusual photographic techniques it succeeds in making an abstract subject quite understandable to even an eighth grade audience.

An excellent film dealing with the present dilemma of international relations is **A TIME FOR GREATNESS** (Association Films, 20 min. sound black and white). Because of its bold criticism of U. S. foreign policy both past and present it is likely to be the most provocative of all the films here listed. It raises questions about the use of military force as the chief instrument of any foreign policy. With a careful introduction and thorough preparation by the class and its teacher this film can lead to

a most penetrating discussion of many aspects of international relations. Although designed primarily for use with adult discussion groups it has been shown with great success to senior high school classes.

Perhaps it would be well to end this listing of films in a somewhat lighter vein. This would be but one of the qualifications of the interesting little film, **SING A SONG OF FRIENDSHIP** (Anti-Defamation League, 11 min. ea. sound color). While there are two parts to this film, the second part is more directly connected with international relations. It represents an attempt to foster understanding by means of group singing and audience participation.

Some Basic Ideas in Teaching and World Affairs

GRAHAM BECKEL
Queens College, New York

The Formation of Attitudes in Social Studies Teaching

- "1. All persons should be respected and appreciated despite differences in nationality, race, religion, economic or social status, sex, or ability.
2. The peoples of the world have much in common.
3. Differences do exist between people, between groups, and between nations, but most of these differences should be tolerated and some differences are even to be desired.
4. The spirit of cooperation should be sought for in all one's relationship with others.
5. Differences can be solved without resort to violence.
6. Sensitivity to the needs of society and a sense of responsibility for building a better community, a better nation, and a better world is essential.
7. Change occurs constantly in many aspects of human life and must be expected and allowed for.
8. The world's cultural and political heritage should be assessed and its best aspects respected.
9. Patience and persistence are necessary in building a better community, nation or world; progress is possible but not inevitable.
10. Each person has prejudices but they can be removed or minimized.
11. Self-reliance and self-restraint are important disciplines.
12. A spirit of inquiry should be encouraged.
13. Each person has a part to play in building world peace.
14. Loyalty to one's family, one's community, and one's nation should be extended to include humanity."

A Realistic Approach to Education for a World Society in Secondary Schools, Working Papers of the Seminar on Education for International Understanding, 1947, (mimeo) UNESCO, Paris, 30 March 1947.

An Analysis of Alternative Positions for American Foreign Policy

If graduates of our secondary schools are to be part of the informed public it seems essential that they must learn to recognize alternative positions on issues involving foreign policy.

The basic question: What should American foreign policy be as it concerns the Soviet Union?

Position One: The international conflict is so irreconcilable that measures short of war are not likely to mediate it.

Position Two: Russia can be contained by a continuance of the "cold war."

Position Three: The United States should take whatever means are necessary to check communist aggression but should work sincerely toward finding some basis for a lasting peaceful settlement with Russia.

Position Four: The United States should abandon the cold war, attempt to resolve

her differences with Russia, and work to establish effective instrumentalities for preserving world peace.

Position Five: A genuine resolution of democracy and communism is possible. The United States should seek that resolution and join forces with Russia in developing a stable world order.

"There are two other possible positions which are not included in the analysis. One of these is the isolationist position and the other is the communist position. These were ruled out of the present analysis for two reasons . . . The isolationist position represents a refusal to defend democracy and the communist position represents an attack upon democracy. Neither of them, therefore, can be regarded as justifiable alternatives on which to base a democratic education."

Archibald W. Anderson, "American Foreign Policy Toward Russia: an Analysis of Alternative Positions," *Progressive Education*, October, 1950, pp.3-19

On The Teacher's Bookshelf

A Series of Brief Reviews of Recent Books for Teacher Reading

FREDERICK SHAW

Bureau of Administrative and Budgetary Research, New York City

"A TEACHER affects eternity," declared Henry Adams. "He can never tell where his influence stops." We who teach the social studies have the responsibility of preparing young people for intelligent participation in public affairs by giving them a broad understanding of contemporary society.

In the field of world affairs, it is axiomatic that no democratic government can develop a strong and clear sighted foreign policy without the support of a well in-

formed citizenry. "When foreign affairs are ruled by democracies," declared Elihu Root, "the great danger will be mistaken beliefs." If public opinion, then, is the mainspring of our foreign policy, education for international understanding may be regarded as one of the prime obligations of social studies teaching. "Human history," declared H. G. Wells thirty-four years ago, "becomes more and more a race between education and catastrophe." This warning is even truer today than the day it was written.

It goes without saying that keeping up with each new development in the international scene is a task without end. "They must upward still, and onward," declared James Russell Lowell, "who would keep abreast of the truth." This is what distinguishes an élite social studies department—it is a corps of dedicated men and women, often one of the hardest-working departments in a school.

Fortunately, the task is usually a labor of love. Unlike colleagues who till in other fields, the social studies teacher often finds professional enlightenment painless; indeed, he usually enjoys it. Are there not two book clubs which present works on historical subjects alone as recreational reading? And do the general book clubs not offer, among their choices, books on history and the contemporary political or social scene?

A case in point is Theodore Harold White's recent study of the regeneration which has taken place in mid-century Europe, *Fire in the Ashes* (Sloan Associates, 1953). Since Vincent Sheehan wrote his *Personal History* two decades ago, we have had a steady flow of thoughtful books by foreign correspondents who draw on intimate knowledge of their "beats." Mr. White's has been acclaimed as one of the best of this genre. A Book-of-the-Month selection and a best seller for months, its clear, journalistic style makes it first-rate reading material.

Mr. White examines the social and political strengths and weaknesses of present-day France, Germany, and Russia, the leading nations of Western Europe. The basic viewpoint of each nation, the distinguishing characteristics of its social structure, the problems confronting its political system, and the motivating forces that activate its foreign policy—each is analyzed in turn. He also surveys the origins, accomplishments, and problems of the Marshall Plan,

the NATO military alliance and the plans for European integration. He does not envisage a final clash between world Communism and "world capitalism," at least in the immediate future, because the death of Stalin may have given Russia a breathing spell. It is his considered opinion that in the long run the West can best cope with the problem of Russian expansion by winning over the nations of Asia and Africa.

Whether you believe in the principle of "containment," "liberation," or "massive retaliation," George Frost Kennan's *American Diplomacy, 1900-1950* makes rewarding reading. Formerly "America's diplomatic chief of staff" and member of the institute for Advanced Study at Princeton University, Mr. Kennan, views our foreign policy from his vantage point as scholar and practicing diplomat. This book was his first published by the University of Chicago Press in 1951; the fact that it was reprinted in a popular, inexpensive edition the following year by Mentor Books suggests that its direct prose is simple enough to be understood by any reasonably informed citizen.

In this slim volume the author of our "containment" policy has produced a trenchant criticism of American foreign policy from the era of the Spanish American War to the aftermath of World War II. His thesis is that since our emergence as a great power American diplomacy has been conducted by men of intelligence and integrity, whose background in world affairs was quite inadequate for their tasks. Nor have the basic concepts underlying our external affairs been based on a penetrating understanding of our world position. During the half century under scrutiny he adduces case after case in which vital decisions were taken by "dilettantes" who acted on sudden inspirations, political expediency, legalism, or moralism instead of a realistic appraisal of

the global framework of American security. When we were sheltered behind the British fleet and no single land power dominated the Eurasian land mass there was room for tolerance and error in the conduct of our foreign affairs. Now that we have become a protagonist on the world stage and the balance of power in Europe has been shattered, a correct appraisal of the "totality of American national interests" and a foreign policy calculated to serve those interests has become essential for national survival.

Dr. Samuel Steinberg, author of *European Government and Politics* (Oxford Book Company, rev. ed. 1953) is a disciple of the late Fayette E. Moyer, one-time President of the Middle States Council. As a department head in De Witt Clinton High School, Moyer assembled and trained an inspired coterie of history and economics teachers, who still exert a significant influence in the school system of the nation's largest city.

Almost half a century ago James Harvey Robinson and Charles A. Beard observed that students were taught more about the Achean League than the then vigorous German Empire, that teachers themselves knew far more about Charlemagne than Bismark, the founder of that Empire. This slim volume offers an opportunity to avoid such humiliating admissions. Need to brush up on the Fourth French Republic, the Bonn Republic in Germany, or Sweden's Middle Way? They're all here painted with quick, facile strokes.

In recent years there has been a trend away from the all-embracing, gargantuan history text. In England, in fact such books are quite unknown. The basal text is usually a slender volume, which serves as a starting-point for student research rather than the sum total of the term's reading. Here, too, we are beginning to supplement the unwieldy text with resource and pamphlet

material, such as *European Governments and Politics* to enrich the term's work and bring it up to date. The volume in question is particularly appropriate for teachers because the author refused to "write down" for adolescents. If the style has "point, punch, and clarity," he states, they will reach up to grasp its meaning. The contents are not limited to the structural skeleton of government, but integrate the study of comparative government with little capsules of history, geography, and party politics.

Although Edward Hunter's *Brain-Washing in Red China*, (Vanguard, 1951) has not become a best seller, the striking title has gained wide currency. As the subtitle implies, this book describes the "calculated destruction of men's minds." It is psychiatry in reverse—a perverted technique whose purpose is not to cure, but to poison the mental processes. Here is George Orwell's 1984 come true in the shape of a systematic tampering with a nation's thoughts.

Apart from a suggestive introduction section, Mr. Hunter develops his theme principally through vignettes. One is devoted to a university student who dared question Russia's action in Manchuria, another to a teacher in a provincial school, a third to the captured diaries of Malayan guerillas, and so on. Like a juryman who views a series of exhibits, the reader is impressed with the preponderance of evidence.

What it adds up to is that the present government at Peiping has unleashed hate-America campaign, which may turn a new generation of Chinese against America and Americans. The method? "Degradation, humiliation, intimidation, and mental poisoning with physical, mental, moral and spiritual oppression"—these are the words of Colonel Frank H. Schwable, the highest-ranking American marine captured in Korea, who "confessed" to carrying on

germ warfare after five terrible months of this Pavlovian technique.

In his *Ambassador's Report* (Harper, 1954) Chester Bowles gives a keen insight into another great segment of the human race—the multitudes living on the sub-continent of India. Written with perception, depth, and sincerity, Mr. Bowles' book grew out of first hand observation. Unlike most ambassadors, he did not confine his contacts to diplomatic and government officials, but mingled with natives of all classes, including industrial workers, university students, and farmers in mud huts in villages. It is Mr. Bowles' considered opinion that India's future as a free and democratic nation hinges on efforts to improve its villagers' living standards and that economic and social progress is the great imperative in the struggle against Communism. Point Four and the Community Development Program, he assures us, have a great potential for accomplishing this purpose. When he recounts the villagers' efforts to improve their farming methods, build schools, and construct roads, the narrative is almost thrilling. Whether you agree or disagree with his views (and it is difficult to see how any thoughtful person could not take issue with most) Mr. Bowles' recommendations for American policy in Asia deserve a respectful hearing.

The continent of Africa has become the last great battleground of conflicting ideologies that strive to win the minds of men. Those of us in the classroom have been forced to reach beyond the "geography and natural resources" stages of learning about Africa to a probing of its complexities in terms of their meanings for the people of Africa and for the rest of the world. Perhaps other teachers of social studies have shared the reviewer's feelings of inadequacy in know-how about Africa that he might share with his students. If so Vernon Bart-

lett's *"Struggle for Africa"* (F. A. Praeger, Inc., New York) is an excellent starting place for a shoring up of these knowledges and understandings.

No one account could possibly encompass all that teachers of social studies should know about Africa. But in 246 pages Bartlett presents a readable introduction to the subject. The word "introduction" should not be interpreted to mean a "survey" or "tour" type of approach. Mr. Bartlett is an expert on Africa. As such he has been a member of numerous British and United Nations missions that concerned African affairs. In addition his experience as a correspondent for the *London Times* has served him well in enabling him to interpret this knowledge of Africa to the average reader in a highly intelligible style.

Fortunately for teachers of social studies Mr. Bartlett writes most about those political areas he knows best. These are the areas that have been of greatest concern to the United Nations and to the world at large — British Africa and the Union of South Africa.

The intellectual and political storms within the Union have led to a spate of literary productivity much of which has found a substantial audience in America and some of which the reviewer has read. Bartlett's report on the Union has served to clarify issues and objectives within the country to a point of understanding that was not garnered from the other readings. The same may be said for Bartlett's treatment of other political territories notably the Congo and Tanganyika.

Bartlett's ability to analyze complex issues in an interesting way makes his *"Struggle for Africa"* a solid book to recommend to your librarian (in both school and community) and to your "more interested" (senior high school and college) students.

Teachers of social studies are giving more emphasis to the impacts of science on contemporary society. There are no areas in which this impact has been more strongly felt than in those of national and international politics. This struggle between politics and science (or science and politics) was bound to become some playwright's dish of tea.

Charles Morgan has constructed "*The Burning Glass*" (St. Martin's Press, New York) about the theme of the struggle between nations for the control of destructive powers searched out by scientists. His plot centers in the Soviet kidnapping of a British scientist. This scientist has discovered the technical know-how necessary for using the ionosphere and the changing character of this layer of the earth's atmos-

phere as a lens through which he can concentrate the rays of the sun on any part of the earth with devastating effect.

Mr. Morgan has laced his drama of international intrigue and science fiction (or is it?) with interesting character roles, good humor, and the inevitable love story. The reviewer regrets not taking the opportunity of seeing "*The Burning Glass*" on Broadway but trusts that his testimonial to the effect that the published version of the play makes intelligent and exciting reading will be recognized by the author as a tribute to his ability.

Here is a handful of books that combine high reader appeal with enlightenment on some of the major challenges of the day. A happy summer's reading!

Free and Inexpensive Materials for the Use of Students

SUZANNE HARRIS SANKOWSKY

Germantown High School, Philadelphia, Pennsylvania

THIS LIST of pamphlets is necessarily brief and incomplete because of the limited space provided for it. The author tried to select the best in every case, but the choice was often difficult to make.

There is an abundance of material on individual countries containing interesting and worthwhile information on various aspects of their life and recent history. Such pamphlets and books can be obtained, generally free of charge, from embassies and consulates. None of these were included in this brief list. Likewise little material for elementary school children was included since it, too, deals with the life and geography of individual countries rather than with "world affairs." An extensive search for material on the elementary school level

was made by Mrs. Beatrice Chernock, collaborating teacher in the Philadelphia elementary schools. Unless otherwise indicated, the items which follow are for secondary school pupils. Those starred are meant for the more mature and advanced students.

Periodical Material

Focus—published monthly (except July and August) by the American Geographic Society, N. Y., it gives the background facts and geographic interpretations concerning important issues of the day. Examples are: Korea, the Ruhr, Viet Nam. \$1 for ten issues.

**Let's Talk About*—published nine months a year, free of charge, by the Council on Foreign Relations, N. Y. Each issue contains a discussion of a major topic, re-

printed from *Foreign Affairs*, together with an introduction, a summary, and a discussion outline.

**Background*—brief pamphlets issued by the Office of Public Affairs of the State Department. They give the background of various problems and events affecting United States foreign policy. One can be notified of the appearance of each new issue by placing one's name on the mailing list of the Superintendent of Documents. Among those published in the past which might prove particularly useful are:

Austrian Treaty: A Case Study of Soviet Tactics. Dep't of State Pub. #5012, 1953, \$.15.

Military Assistance to Latin America. Dep't of State Pub. #4917, 1953, \$.05.

Flight From "Paradise": the East German Exodus. #5091, 1953, \$.05.

Berlin: City Between Two Worlds. #4747, 1952, \$.15.

India: Pattern for Democracy in Asia. #5095, 1953, \$.10.

Yugoslavia: Titoism and U. S. Foreign Policy. #4624, 1952, \$.05.

United Nations

United Nations in Pictures—U. N. Department of Information, N. Y., 46 pp., \$.50. Consists chiefly of pictures, with little text. It is very attractive.

The United Nations and You. Dep't of State Publication #4289, 1951, 50 pp. \$.30. Explains the purpose of the U. N. and the work of its various agencies. It deals also with the U. N.'s relations to us, and with what we can do for it.

What It Is, What It Does, How It Works. U. N. Department of Public Information, 3" x 8" folder, \$.05.

These individual leaflets on the United Nations and each of its agencies are very convenient for use by a committee of stu-

dents. Each member can be given one leaflet for preparing his part of the report. Concise and simple.

Wall Chart of United Nations. Department of State Publication #2285.

Zocca, Marie and Louis. *The United Nations—Action for Peace.* Rutgers University Press, 1953, 53 pp., \$.35.

Concise, attractively illustrated, it describes the various agencies of the U. N., and what they have done. It also contains a valuable chronology.

**An Appraisal of the U. N. Educational, Scientific, and Cultural Organization.* Department of State Publication #5209, 1953, 18 pp., free.

Contains various charges made against UNESCO, and a consideration of their validity. It also deals with UNESCO's program, its benefits, and weaknesses.

UNICEF: A Pictorial Record. U. N. Publications #1952. 1. 20, 1952, 30 pp., \$.15.

Contains very little text. Can be used even for elementary school children.

Plays for Children, distributed by American Association for the U. N. \$.10.

One World for Joan (for ages six to nine).

Martian Schemers (for ages nine to twelve).

Father Get the Point (for ages twelve to fifteen).

Regional Organizations

Padover, Saul K., *Europe's Quest for Unity.* Foreign Policy Association, 1953, 64 pp., \$.35.

Discusses the need for European unity, the obstacles in its path, and the various steps that have been taken to achieve it. A brief article on "The United States and European Union" is also included, as well as maps and charts. It is for the above average student.

Regional Organization: Europe and the North Atlantic Area. Department of State

Publication #4944, 1953, 34 pp., \$.15.
In text and charts, the origin, structure, and functions of the various regional organizations of Europe such as the Council of Europe, NATO, and the Coal and Steel Community are briefly described.

**NATO: North Atlantic Treaty Organization*. Department of State Publication #4630, 1952, 50 pp., \$.20.

Discusses the origin, purposes, organization, accomplishments, and problems of NATO. It also contains a good list of frequently-asked questions on NATO, and the answers to them. The actual text of the treaty is included.

*Bolles, Blair. *The Armed Road to Peace*. Foreign Policy Association, 1952, 64 pp., \$.35.

An analysis of NATO, it includes background material on our policy of armed power. It tells what various member countries are contributing to NATO. There are copious charts and tables including comparisons between NATO countries and communist lands, and an article on *Bipartisanship and NATO*.

International Trade and Aid

Together We Are Strong. Department of State Publication #4614, 1952, 40 pp., \$.20.

An attractively illustrated booklet on the importance of international trade.

World Trade Affects You. League of Women Voters, Washington, 12 pp., \$2.75 per 100.

This 4" x 6" pamphlet contains some pertinent facts on the above subject, and is very easy to understand.

The Citizen and International Trade. League of Women Voters. 1952, 32 pp., \$.15.

Discusses the importance of world trade to the United States, and various phases of the problem of such trade. Is meant for somewhat more mature students.

*Lamb, Beatrice P. *Trade—and Aid*. Public Affairs Pamphlet, 1953, 28 pp., \$.25.

Explains how international trade operates, and the various restrictions that hamper large-scale two-way trade. It also shows the relations between such trade and our foreign aid program.

Point Four: What It Is . . . How It Works. Dep't of State #4868, 1953, 12 pp., \$.05. It is a very brief statement, clear and simple. It has been found most useful.

Why Foreign Aid: Facts About the Mutual Security Program. Dep't of State Public. #4301, 1951, 17 pp., \$.20.

A clear, attractive, and graphic presentation. It gives an over-all picture of the program, as well as the reasons for this aid.

Fact Sheet on Foreign Operations Administration. F. O. A. Washington, D. C., 1954, 4 pp., free.

The United States and the Underdeveloped Countries. League of Women Voters, 1953, 30 pp., \$.15.

Shows the need for developing such countries, and cites examples of successful projects undertaken. It is for somewhat more mature students.

The Working People of Europe. Labor Information, Mutual Security Agency, 8 pp., free.

It shows how the American labor representation on E.C.A. helped in the attempt to convince both manufacturers and workers in Europe to step up production in order to raise the European standard of living.

C I O SAYS: the odds are up to you. C I O Dep't of Education and Research, 25 pp., \$.15.

This is a very vivid portrayal of the poverty, ignorance and disease in the world, and of the international agencies that fight against them.

Pooling Skills for Human Progress. The Why, What and How of U. N. Technical

Assistance. U. N. Dep't of Public Information, 1953, 1. 29, 34 pp., \$.15.

This is a factual presentation of the subject, with few photoes. It includes a table showing the multilateral aspects of the Technical Assistance program.

New Horizons in the East. British Information Services, 1950, 46 pp., free.

This is an explanation of the Colombo Plan for the cooperative economic development of Southeast Asia by the British Commonwealth nations.

Fight For Food. Dep't of State Publication #4534, 1952, 15 pp., free.

Tells of a successful attack on the ancient plague of locusts. It is done almost entirely by pictures, and could be used in elementary schools.

Williams-Ellis, Amabel. *The Puzzle of Food and People.* Manhattan Publishing Co., N. I., 1951, 56 pp., \$.60.

Written especially for youth, with many pictures and suggested activities. Good even for younger students. It explains the need for teaching people throughout the world how to get more and better food from the earth.

*Isaacs, Harold R. *Two-Thirds of the World.* Public Affairs Institute, Washington, D. C., 1950, 64 pp., \$.40.

Shows the prevailing conditions of the great majority of the world's population. It serves to explain the need for helping underdeveloped areas.

United States Foreign Policy

**Strengthening Our Foreign Policy.* Public Affairs Pamphlet, 1952, 28 pp., \$.25.

Reviews elements in the Constitution that hamper our government in its conduct of foreign affairs. It also considers the roles both of Congress and of public opinion in the formulation of our foreign policy.

*Dean, Vera and Brehner, J. B. *How to Make Friends for the United States.* For-

eign Policy Association, 1952, 64 pp., \$.35. Relates some of the unflattering impressions we Americans have made abroad, and the reasons for them. The authors speak of our tendency to side with colonial powers rather than with colonial peoples, and the need to change this policy if we are to win friends among the Asians and Africans. Matthews, H. L. and Holmes, L. T. *The United States and Latin America.* Foreign Policy Association, 1953, 64 pp., \$.35.

Explains the complementary commercial needs of the United States and Latin America. It also discusses social and political forces at work in Latin America, especially the alliance between communism and nationalism.

Hurwitz, Howard L. *Our Stake in the Far East.* Oxford Book Co., 1952, 68 pp., \$.30. Prepared for high school students, it has maps, questions, and illustration. It deals with recent events in the various far eastern countries.

Telling America's Story Abroad. Dep't of State #4075, 1951, 28 pp., \$.15.

Tells of the importance of getting the story across, the media employed, what is being done, and with what success. Clear, large print. Easy to understand.

MISCELLANEOUS

Protecting the Refugees. U. N. Dep't of Public Information, 1953, 24 pp., \$.15. This well-illustrated pamphlet tells the story of the refugees; what international help is available for them, and what has been done for them.

Weisman, Bernard. *Labor's Role in World Affairs.* Department of State Publications #3994, 1950, 6 pp., free.

Reviews role of American as well as of international unions in combatting communism.

Padover, Saul K. *Psychological Warfare.* Foreign Policy Association, 1951, 64 pp., \$.35.

After tracing it through both world wars, the author deals with psychological warfare today, both Russian and American. The latter is discussed in some detail, especially the "Voice of America."

*Lilienthal, Alfred M. *Which Way to World Government*. Foreign Policy Association, 1950, 64 pp., \$.35.

Explains the aims and purposes of the World Federalists, and reviews the highlights of the movement toward world government, as well as American reactions to this movement. For more serious and interesting students.

Steinberg, Samuel. *Peace in the Making*. Oxford Book Co., 1951, 60 pp., \$.30.

Traces important documents that have contributed to the ideal of peace; discusses the organization of the U. N.; and considers world problems today. Suggested student activities are at the end of every chapter.

Prudent, Durward. *Democracy, Capitalism, and Their Competitors*. Oxford Book Co., 1952, 58 pp., \$.30.

Explains various types of government as well as economic systems. Especially helpful is the chapter on "Trade Names" or labels commonly used here and abroad. It should serve to clarify hazy notions, and to correct misconceptions widely held by our students. The pamphlet is good as background for understanding today's events. Student activities are included.

*Duvall, Sylvanus. *War and Human Nature*. Public Affairs Pamphlet, 1947, 31 pp., \$.25.

A psychological study of the factors which lead to war with suggestions on how they can be reduced. It also includes a program for building an enduring peace, based on modern psychological concepts. It is interesting, thought-provoking, and highly readable.

New Social Science Texts for the Elementary Grades —

- **WORKING TOGETHER — 3rd Grade**
- **EXPLORING NEAR AND FAR — 4th Grade**
- **EXPLORING THE NEW WORLD — 5th Grade**
- **EXPLORING THE OLD WORLD — 6th Grade**

For further information — Write for free Brochure

FOLLETT PUBLISHING COMPANY

1257 South Wabash Avenue

Chicago 5, Illinois

Curriculum Bulletins and Materials for Teachers

DOROTHY FURMAN, Bureau of Curriculum Research, New York City

CURRICULUM BULLETINS

School curriculum regularly provides for teaching history, geography, civics, current affairs and economics. The primary purpose of such teaching has always been for information. More recently, curriculum bulletins are taking cognizance of the need for developing better understanding and attitudes about people in other parts of the world. The air age, the atomic age and the shrinking world emphasize the interdependence of man wherever he lives in the world today.

Some recent curriculum bulletins which recognize the need for this kind of understanding, include definite subject matter learnings leading to better understanding about people and places. They include topics dealing with world economic geography, with world interdependence, the air age, the atomic age, and the United Nations. Following are a few of the more recent teachers guides issued in the Middle States, which emphasize this trend.

NEW YORK CITY. *Social Studies Grades 7, 8, 9: A Guide for Teachers*, Curriculum Bulletin No. 5, 1951-1952 Series. Board of Education, 1952, 202 p. The course of study includes specific references to the United Nations for each grade level. In addition, Grade 9 provides for extensive teaching about world and economic geography. Sample teaching units, suggested activities and resources are included.

NEW YORK CITY. *Social Studies Grades 5-6*. Curriculum Bulletin No. 4, 1951-1952 Series. Board of Education, 1952, 196 p. Teaching for understanding about the world is included in the 6th grade course of study. Specific references are made to teaching about the agencies of the United Nations. Resources and suggested activities are included.

NEW YORK CITY. *Curriculum and Materials*. A bi-monthly publication reaching every teacher in the City of New York. Issues of Nov. 1951 and April 1954 are devoted in large part to international understandings. Issue of June 1954 contains an extensive treatment of Puerto Rico and the problems of adjusting the curriculum to the needs of Puerto Rican children. Send to Curriculum and Materials, 131 Livingston Street, Brooklyn 1, N. Y., for single copy, free to teachers.

NEW YORK CITY. *Strengthening Democracy*. A bi-monthly publication of the Board of Education. Issues often deal with world affairs and international understandings. Write for current issue. 131 Livingston Street, Brooklyn 1, N. Y. Single copy free to teachers.

COMMONWEALTH OF PENNSYLVANIA. *Course of Study in Geography for Secondary Schools*. Bulletin 412. Dept. of Public Instruction, Harrisburg, Pa. 1951. 334 p. Understanding about world affairs is developed through grade themes which emphasize geographic influences. No specific teaching about the United Nations is mandated, but emphasis is placed on promoting better understanding among nations, and the obligation of individuals to improve human and world relations. The bulletin contains many suggested resource materials.

PHILADELPHIA PUBLIC SCHOOLS. *Toward Social Competence*. A guide to social studies in the elementary schools. Curriculum Office, Phila., Pa. 1950. 157 p. Specific teaching about the United Nations is included in the curriculum for grade 6. Resources including films, books and related agencies.

NEW YORK STATE. *Citizenship Education, Grades 7, 8, 9*. Curriculum Leaflet No. 2. Revision, 1953. Bureau of Secondary Curriculum Development, State Education Dept., Albany 1, N. Y. 37 p. Grade 9 has as its theme "The Economic World." A study of the Earth as a source of man's needs includes a survey of the climate and resources of all regions of the world. The people of the Earth are studied in relation to language, population, racial, religious and national groups. The economic life and culture of the chief regions of the world with particular emphasis on the peoples is included. World trade and the interdependence of the world is an important part of the curriculum. This bulletin is a subject matter outline only and no provision is made in this publication for suggested materials or activities. The Department suggests that local communities adapt the course of study to meet their needs.

BALTIMORE, MARYLAND. *United Nations Day Youth City-Wide Annual Programs (1947-53)*. Printed programs describing the activities of the last seven annual city-wide high school rallies which bring together students from thirty different public, private, and Catholic schools in the Baltimore metropolitan area. Available through the Curriculum Bureau, Baltimore Department of Education.

BALTIMORE, MARYLAND. *Constitution of the United Nations Youth Organization, 1954*. Mimeographed leaflet showing how the United Nations Youth Association of Maryland is organized. Brings together high school students from about 35 public, private and Catholic schools in the State. Department of Education, Baltimore, Maryland.

MATERIALS FOR TEACHERS

No attempt is made to list the countless text and trade books dealing with world affairs; nor is it the intention of this resource list to include the limitless free and inexpensive materials available. The materials listed here are merely a sampling. They include, as far as possible, those which are recent, and those which may be of particular value to teachers.

Attention is called to the need for standards of evaluating any free or inexpensive materials which teachers may receive. Listing here is offered as an informational service and does not preempt the customary responsibility of schools and teachers in such matters.

CATALOGUE OF UNITED NATIONS PUBLICATIONS: Published annually. Available from the International Documents Service, Columbia University Press, 2960 Broadway, New York 27.

GENERAL CATALOGUE OF UNESCO PUBLICATIONS: International Documents Service, Columbia University Press, 2960 Broadway, New York 27.

REVIEW OF THE UNITED NATIONS CHARTER—A COLLECTION OF DOCUMENTS: Supt. of Documents, U. S. Gov't. Printing Office, Washington 25, D. C. 1954. 895 p. \$2.50. Includes basic UN documents as well as treaties, laws, resolutions and government documents affecting the relationship of the United States to the United Nations.

WHOM SHALL WE WELCOME: Supt. of Documents, U. S. Gov't. Printing Office, Washington 25, D. C. 319 p. \$1.00. Report on immigration and naturalization. Examines and evaluates present immigration laws; makes recommendations for revision; shows how our immigration policies mirror our image in the eyes of other nations.

A TEACHER'S GUIDE TO WORLD TRADE: A new resource unit published by the National Council for the Social Studies, 1201 Sixteenth St. N. W., Washington 6, D. C. \$1.00.

BOOKS TO HELP BUILD INTERNATIONAL UNDERSTANDING: A bibliography compiled by the U. S. Office of Education, Washington 25, D. C. Free.

HOW TO FIND OUT ABOUT THE UNITED NATIONS: Complete and recent compilation of general information; documents, visual aids and other resources. Obtainable from the United Nations Information Center, 345 E. 46th St., N. Y. 17, or from Dept. of Public Information at UN headquarters. 15c.

GUIDE TO TEACHING ABOUT THE UNITED NATIONS AND WORLD AFFAIRS: A teachers' handbook, prepared by Eva M. Dratz, in cooperation with AAUN and NEA. Obtainable from the AAUN, 345 E. 46th St., N. Y. 17. Contains activities, resources and information for classes on all levels. 10c.

UNITED STATES-LATIN AMERICAN RELATIONS: Supt. of Documents, Gov't Printing Office, Washington 25, D. C. Report of the Milton Eisenhower mission in 1953. 15c.

UNITED NATIONS—ITS RECORD AND PROSPECTS: A pamphlet for the Carnegie Fund, by A. M. Rosenthal, UN correspondent from the N. Y. Times. Gives an objective appraisal of the successes and failures of the UN. Single copies 35c. Discounts on quantity orders. Manhattan Publishing Co., 225 Lafayette St., N. Y. 12; or the UN Information Center, 345 E. 46th St., N. Y. 17.

EDUCATION FOR INTERNATIONAL UNDERSTANDING IN AMERICAN SCHOOLS: Issued by the Comm. on International Relations, NEA, 1201 16th St. N. W., Washington 6, D. C. \$1.00.

WHERE TO GO FOR UN INFORMATION: A leaflet issued by the Supt. of Documents, Gov't. Printing Office, Washington 25, D. C. 15c.

WORLD AFFAIRS PROGRAM: Minneapolis Star, Minneapolis 15, Minn. 26 weekly background articles and tests, plus an annual guidebook. \$1.00 annually.

UNITED NATIONS, UNESCO AND AMERICAN SCHOOLS: An Educational Policies Commission Statement, issued Dec. 1952. Single copies free to teachers. NEA, 1201 Sixteenth St. N. W., Washington 6, D. C., or from AAUN, 345 E. 46th St., N. Y. 17.

UN HANDBOOK: American Education Press, Charles E. Merrill Co., 400 South Front St., Columbus 15, Ohio. For grades 6-12. 15c per copy.

HISTORY, GEOGRAPHY AND SOCIAL STUDIES: A summary of school programs in 53 countries. Published by UNESCO and obtainable at the UN Information Center, 345 E. 46th St., N. Y. 17, or from International Documents Service, Columbia University Press, 2960 Broadway, N. Y. 27. \$1.25.

SUGGESTIONS ON THE TEACHING OF HISTORY: A UNESCO publication, 1953. Reports of 70 educators from 32 nations. Obtainable from UN Information Center or Columbia University Press. 117 p. 75c.

- SCHOOL LIFE:** "What Our Schools Are Doing About UN and UNESCO." An article by Helen Dwight Reid in the January 1952 issue. Obtainable from the U. S. Office of Education, Washington 25, D. C. 15c for single copy.
- HISTORY TEXTBOOKS AND INTERNATIONAL UNDERSTANDING:** A UNESCO publication. Gives examples of defects in existing textbooks, and makes recommendations for the building of positive attitudes. Columbia University Press or the UN Information Center. 50c.
- THE ASSAULT ON THE UN:** An examination of the charges directed against UN and its agencies. By Alexander Uhl, Public Affairs Institute, 312 Pennsylvania Ave. S. E., Washington 3, D. C. 25c, or from AAUN, 345 E. 46th St., N. Y. 17.
- COMMISSION ON FOREIGN ECONOMIC POLICY: REPORT TO THE PRESIDENT AND CONGRESS:** Jan. 1954. This report provides a basis for teaching about the international economic problems facing us today. Gov't. Printing Office, Washington 25, D. C. 35c.
- UNITED NATIONS FILMS:** Complete listing of films with prices and annotations, included in a catalogue obtainable from UN Dept. of Public Information, United Nations 17, N. Y., or from the UN Information Center, 345 E. 46th St., N. Y. 17. Free.
- ROUND THE WORLD WITH A POSTAGE STAMP:** UNESCO publication about the Universal Postal Union. UN Information Center or Columbia University Press. 20c.
- THE UNIVERSAL DECLARATION OF HUMAN RIGHTS:** A UNESCO guide for teachers; to develop world understanding. 50c from the UN Information Center or the Columbia University Press, 2960 Broadway, N. Y. 27.
- PAN-AMERICAN WORLD AIRWAYS TEACHER:** A bi-monthly bulletin containing pictures, maps, and suggested activities. Each issue highlights one region of the world. Educational Director, Pan-American World Airways, 28-19 Bridge Plaza North, Long Island City 1, N. Y. Free.
- INTERNATIONAL TRADE:** A resource unit describing how a class in a junior high school developed a unit dealing with world understanding through international trade. Joint Council for Economic Education, 444 Madison Ave., N. Y. 22. 50c.
- WORKSHOP FOR THE WORLD:** The specialized agencies and the UN. Graham Beckel. Published by Schuman Co., New York City.
- WORLD CITIZEN FOR A WORLD COMMUNITY:** A series of 10 discussion lessons for high school classes. By Leonard S. Kenworthy. Order from "Friends Central Bureau", 1515 Cherry St., Philadelphia 2, Pa. 15c.
- SPECIALIZED AGENCIES OF THE UNITED NATIONS:** What they are, what they do and how they work. A leaflet obtainable free from the Dept. of Public Information at the UN or from the UN Information Center, 345 E. 46th St., N. Y. 17.
- WAY FORUM:** The monthly publication of the Young Adult Council (qv). Published in English and French editions. Single copies 20c. Yearly subscription \$1.50. Contains articles written by young people in different countries of the world.
- UN IN THE SCHOOLS:** Kit for teaching about UN and international understanding. Includes *Guide to Teaching* together with UN, AAUN and NEA background leaflets. 25c from the American Association for the United Nations, 345 E. 46th St., N. Y. 17.
- UNITED NATIONS IN YOUR HIGH SCHOOL:** Mimeographed guide to high school UN Club organization and UN activities. 10c from the AAUN.
- MUSIC FOR UN PROGRAMS:** List of available choral and solo pieces and marches, together with prices and sources. 5c from the AAUN.
- FOCUS:** Published by the American Geographical Society, Broadway at 156th St., N. Y. 27. 10 issues, \$1.00 a year. Each issue deals with a different area of the world.
- FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS:** A resource list prepared by Leonard Kenworthy, Brooklyn College, Brooklyn, N. Y. \$1.00.
- OUR FOREIGN POLICY:** A pamphlet issued by the Government Printing Office, Washington 25, D. C. 25c.
- A GUIDE TO FOREIGN GOVERNMENT INFORMATION SERVICE:** Foreign Commerce Dept., Chamber of Commerce, Washington, D. C. Free.
- REPORT OF THE REGENTS COMMITTEE ON INTERNATIONAL UNDERSTANDING:** Sets forth the State policy and point of view on teaching for international understanding. Issued by the New York State Education Department, Albany, N. Y. Jan. 1951.

EDUCATION FOR CITIZENSHIP: Report of a committee appointed by the Commissioners of Education of the Northeastern States, and co-sponsored by the New York State Dept. of Education. April 1952. Lists and develops a series of 11 objectives for citizenship education including education for international understanding. Obtainable from the State Education Departments of New England, New Jersey and New York.

FLAG-MAKING KIT: Flags of the UN, for cutting and mounting. Three color world map and basic facts on each country. Paper. 50c from the United Nations and Circulation Section, United Nations, New York. 50c.

COURIER: Monthly publication of news, articles and pictures dealing with current problems in international understanding. \$2.00 per year. From the International Documents Service, Columbia University Press, 2960 Broadway, New York 27.

UNITED NATIONS REPORTER: An eight page illustrated resume of the highlights of UN activities and its specialized agencies. \$1.00 per year. UN Reporter, c/o James Gray, Inc., 216 E. 45th St., N. Y. 17.

WORLD HORIZONS FOR TEACHERS: by Leonard S. Kenworthy, Bureau of Publications, Teachers College, Columbia University, 1952. Characteristics necessary for teachers who want to teach about world understanding.

SOCIAL STUDIES IN THE SENIOR HIGH SCHOOL: National Council for the Social Studies, Bulletin No. 7. 1953. Contains a section setting down the policy for teaching about world history and contemporary problems. NCSS, 1201 Sixteenth St. N. W., Washington 6, D. C. \$2.00.

Community Resources In Four Cities

Although text books play an important part in learning, they are neither as up-to-date, as broad in scope, nor as objective in treatment as desirable. Pupils need to get a clear picture of the world as it really is. They must realize that they live in an interdependent world, and in one which changes from day to day. They must recognize that understanding how other people feel and act and think all over the world is a responsibility of everyone living in a democracy.

Current periodicals, pamphlets, people and places concerned with world affairs abound in the urbanized area served by the Middle States Council for the Social Studies. The list which follows indicates some of the local resources available to pupils and teachers. It is significant to note that many of the official and quasi-official agencies of government which are included in this list, have departments and people engaged in the production of materials specifically designed for schools.

NEW YORK CITY

DOROTHY FURMAN, Bureau of Curriculum Research, New York City

CARNEGIE ENDOWMENT INTERNATIONAL CENTER: 345 E. 46th Street, N. Y. 17, at United Nations Plaza and 46th Street. The Carnegie Center was built by the Carnegie Endowment for International Peace to provide office space for national and international non-profit organizations engaged in the improvement of human welfare. Thirty-eight organizations have offices in the Center, including the American Association for the United Nations (AAUN), and the Information Center for the United Nations. The proximity of the Center to the UN makes possible a combined visit to both places.

AMERICAN ASSOCIATION FOR THE UNITED NATIONS (AAUN): 345 E. 46th St., N. Y. 17. OXford 7-3232. Information and materials for teachers on request. Speakers for school groups. Annual essay contest open to high school students. In-service courses for teachers in N. Y. C. Send for 1954 list of publications. Mr. John Lassoe, Education Director.

INTERNATIONAL DOCUMENTS SERVICE: Columbia University Press, 2960 Broadway, N. Y. 27. The official sales agent for all United Nations publications. Send for catalogue of United Nations Publications and General Catalogue of UNESCO publications.

AMERICAN FRIENDS SERVICE COMMITTEE: 345 E. 46th St., N. Y. 17. MUrray Hill 3-2745. Mr. Elmore Jackson, Director of UN Program. This agency for the international welfare and educational projects of the American Society of Friends (Quakers), provides material for educational programs on international affairs.

AMERICAN HERITAGE FOUNDATION: 345 E. 46th St., N. Y. 17. OXford 7-3939. Mr. Brendan Byrne, Director of Public Relations. Purpose is to raise the level of citizenship throughout the United States. A major part of its program is stimulating Americans to take part in the Crusade for Freedom, through Radio Free Europe.

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE: 345 E. 46th St., N. Y. 17. OXford 7-3131. Miss Virginia Levin, Public Relations Officer. Encourages university programs related to world affairs. Sponsors meetings, exhibits, seminars at the Center.

- COMMITTEE FOR FREE ASIA: 345 E. 46th St., N. Y. 17. OX 7-3854. Mr. Lyman Hoover, New York representative. Established to help Asians develop free, democratic institutions. Promotes cooperation between Asian and American groups.
- FOREIGN POLICY ASSOCIATION: 345 E. 46th St., N. Y. 17. MU 5-5740. Promotes community organizations for education about world affairs. Advances public understanding of foreign policy problems through national programs and publications of a non-partisan character. Miss Dorothy Robbins, Consultant on Special Programs.
- SAVE THE CHILD FEDERATION: 345 E. 46th St., N. Y. 17 MU 2-8991. Mr. William W. Wood, Director of Promotion. Sponsors children and schools in war-depleted countries. Cooperates closely with American public schools in helping children.
- ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS: 345 E. 46th St., N. Y. 17. MU 2-4119. Miss Ann Pittendrigh. A research organization devoted to the study of international affairs. Headquarters at Chatham House, London. The New York Publications Office distributes all published research findings and serves as a general center of information about the organization.
- THE AMERICAN KOREAN FOUNDATION: 345 E. 46th St., N. Y. 17. OX 7-1960. Mr. Palmer Bevis, Executive Director. Dedicated to bringing the Korean and American people closer together culturally, educationally and economically; building friendship between the people of the East and West. Immediate project is relief and rehabilitation program.
- CITIZENS CONFERENCE ON INTERNATIONAL ECONOMIC UNION: 345 E. 46th St., N. Y. 17. MU 9-2800. Mr. Louis H. Pink, President. Promotes economic cooperation among nations by working toward the abolishment of restrictive trade barriers.
- INFORMATION CENTER FOR THE UNITED NATIONS: 345 E. 46th St., N. Y. 17. MU 2-2658. Mrs. Davenport Bryan, Director. Located on the main floor of the Carnegie Center. Answers questions; maintains a research and reference library open to the public, and distributes publications about the United Nations and its related agencies.
- INTERNATIONAL FILM FOUNDATION: 345 E. 46th St., N. Y. 17. OX 7-1888. Mr. Julian Bryan, Executive Director. Produces and circulates documentary motion pictures which help build better understanding among peoples of the world.
- INTERNATIONAL LABOUR ORGANIZATION (ILO): 345 E. 46th St., N. Y. 17. OX 7-0150. Mr. Snowden T. Herrick, Public Information Officer. A specialized agency of the United Nations which brings together representatives of government, management, and labor from 66 member nations to work for lasting peace through improved working standards. This office is the liaison with the UN and represents the ILO at meetings of the UN organs. Maintains relations with the UN Secretariat. Headquarters of ILO are at Geneva, Switzerland.
- NATIONAL RECREATION ASSOCIATION: 345 E. 46th St., N. Y. 17. GR 5-7104. T. E. Rivers, Executive Secretary of International Recreation Service. Serves as a clearing house and service agency in the field of recreation, for government agencies, private organizations and individuals. Its International Recreation Service fosters international friendship through an exchange of recreation program material and other information.
- WORLD MEDICAL ASSOCIATION: 345 E. 46th St., N. Y. 17. OX 7-0090. Dr. Louis H. Bauer, Secretary General. Effects liaison among doctors; provides a forum for the discussion of international medical problems. Strives to raise the standards of medical care, education and health throughout the world.
- NATIONAL SOCIAL WELFARE ASSEMBLY: 345 E. 46th St., N. Y. 17. MU 7-8300. An association of national voluntary and government health and welfare organizations which studies welfare problems and plans action to meet them here and abroad. Provides the secretariat for the U. S. Committee for the International Conference of Social Work. Sponsors many activities of an international nature such as the International Exchange Project and International Education in conjunction with UNESCO. Contact Miss Marion Robinson, Public Relations.
- YOUNG ADULT COUNCIL: 345 E. 46th St., N. Y. 17. MU 7-8300. Affiliated with the National Social Welfare Assembly. This is the central United States organization coordinating the activities of 15 major national young adult organizations, (18-30 year age level), and officially recognized as spokesman for young Americans nationally and internationally. Participates in the World Assembly of Youth (WAY), an international organization representing young adults in 44 nations, which publishes a monthly pamphlet entitled "Way Forum," which is devoted to young adult activities all over the world. "Way Forum" is published in English and French. Contact Miss Charlotte Wilson, for information.
- UNITED STATES MISSION TO THE UNITED NATIONS: 2 Park Ave., N. Y. 16. MU 3-6810. Compiles materials for teachers. Provides text of speeches and public addresses made by United States delegates to the UN. Contact Office of Public Information.

AMERICAN FIELD SERVICE: 113 E. 30th St., N. Y. 16. Miss Stella Stern, Forum Director. This organization arranges for foreign high school students to live in American homes and attend American schools for one year. Miss Stern will arrange for a high school forum using nearby foreign exchange students.

VOICE OF AMERICA: U. S. Information Agency, 1755 Broadway, N. Y. 19. Publishes a pamphlet entitled "Your Voice of America." Describes the operation of the program. Background information about the Voice of America is obtainable at this office.

UNITED NATIONS: East River Drive, between 42nd and 48th Street, New York 17. Telephone: Plaza 4-1234. Information and services may be obtained with greater ease by contacting the correct office directly. In order to simplify the process of obtaining such service, the "SPECIAL SERVICES DIVISION OF THE UNITED NATIONS" was established. This division promotes understanding of the United Nations in all member countries. It services visitors to the UN; consults with teachers, students, representatives of organizations and others seeking information; answers letters and telephone calls from the general public and from teachers and students wishing information about the United Nations. The following are some of the specific services which the Special Services Division offers:

HEADQUARTERS SECTION, SPECIAL SERVICES DIVISION: Dr. William Agar, Acting Director. Room 1067. Ext. 3411. Arrangements for groups of teachers wishing to visit the United Nations may be made through this office.

GUIDED TOUR SERVICE: Mr. Carl Cannon, Director. Ext. 2246. Guided tours are open to the general public. Organized groups of 10 or more may make reservations ahead of time. Individuals may join any of the regularly scheduled tours which leave at frequent intervals. Tours last about one hour and include information about the UN, its agencies and committees, as well as descriptions and explanations about the architecture and art work in the three principal buildings. Students 50c; adults \$1.00; adults in groups of 10 or more 75c.

PUBLIC RECEPTION COMMITTEE: Miss Deborah Griffen, Director. Room CB-11. Ext. 3414. The Public Reception Committee arranges for college, high school, scout, youth and club groups to attend meetings of the UN. It provides a background talk on the work and organization of the UN. Pupils must be of junior high school age or over. Groups should not exceed 50. Arrangements should be made ahead of the proposed visit, and the request must be in writing.

PUBLIC CORRESPONDENCE UNIT: Mrs. Josephine Frank, Director. Room 1071. Ext. 3416. Information about materials for teaching the United Nations can be obtained by contacting this office. This office answers all inquiries by educational groups, regardless of age. Information on bibliographies, films, film strips supplied. Questions which arise after a visit to the UN will be answered.

RADIO DIVISION: Mrs. Dorothy Lewis. Room 863. Ext. 3151. This office supplies information about sources of radio scripts and programs for school use.

INFORMATION CENTER FOR THE UNITED NATIONS: Information offices are located in cities all over the world. The main center in New York City is in the *Carnegie Endowment International Center*, 345 E. 46th St., N. Y. 17. This is a short walk from the UN headquarters. The Information Center is sponsored by the *Women United for the United Nations*. The Center maintains a research library where teachers or pupils may examine documents and books not obtainable at the usual sources. The Center distributes publications and has an assortment of the more popular UN materials on display and sale. Questions about the UN are answered for visitors.

DEPOSITORY LIBRARIES: A complete set of documents of the United Nations including mimeographed records of meetings and special reports not on sale to the public, may be examined at any of the UN Depository Libraries. Those located in the Middle States area include:
New York: Cornell University Library; Council on Foreign Relations Library, New York City; New York Public Library at 42nd Street, New York City; New York University Library at Washington Square.

Washington, D. C.: University of Washington Library

District of Columbia: Library of Congress

Pennsylvania: University of Pennsylvania Library

New Jersey: Princeton University Library

Maryland: Johns Hopkins University Library

PHILADELPHIA, PENNSYLVANIA

CLARE ZELLEY, Beeber Junior High School, Philadelphia, Pa.

WORLD AFFAIRS COUNCIL OF PHILADELPHIA: 3rd floor gallery, John Wanamaker Store, 13th and Market Streets, Phila. 7, Pa. RI 6-5363. Mrs. Lila May Flounders, Educational Director. Maintains speakers bureau and brings foreign affairs experts from outside to Philadelphia. Distributes visual aids, printed materials and information. Sponsors student programs. Maintains library facilities. Provides curriculum materials to teachers. Sponsors student visits to the United Nations.

AMERICAN FRIENDS SERVICE COMMITTEE: 20 South Street, Phila. 7, Pa. RI 6-9372. Sponsors programs on world affairs for high school students. Distributes printed materials; maintains library facilities; arranges contacts with schools in foreign countries.

INTERNATIONAL HOUSE OF PHILADELPHIA: 3905 Spruce St., Phila. 4, Pa. EV 2-4650. Mr. Edwin H. Sherman, Program Director. Works with foreign student groups. Provides speakers from foreign groups for assembly and class programs. Invites participation in international programs.

FELLOWSHIP HOUSE: 1431 Brown St., Phila. 30, Pa. PO 5-0283. Miss Marjorie Penney, Director. Provides a community center for intercultural techniques for children. Maintains a 125 acre farm as summer training center.

FELLOWSHIP COMMISSION: 260 S. 15th St., Phila. 2, Pa. KI 5-8430. Mrs. Mary Constantine, Ass't. Director. Maintains library facilities, including loans of "Travelling Libraries" to schools for special projects. Lends films, film strips, recordings and radio transcriptions. Sponsors a film discussion program for 6th-12th grade pupils. Provides speakers on Intercultural Education. Sponsors workshops and seminars in human relations.

PUBLIC LIBRARY OF PHILADELPHIA: Logan Square, Phila. 3, Pa. RI 6-6070. Mr. Emerson Greenaway, Librarian; Coordinator of work with young adults, Miss Jane S. McClure. Special exhibitions of books, manuscripts, art and prints relating to specific national and cultural study arranged on request. Loan of special library units to schools for special study projects.

UNIVERSITY MUSEUM: 34th St. and Spruce St., Phila. 4, Pa. EV 6-1241. Weekly programs for adults and children relating to specific national and cultural interests. Permanent exhibitions. Special loans to schools for study projects.

COMMERCIAL MUSEUM OF PHILADELPHIA: 34th St. near Spruce St., Phila. 4, Pa. EV 6-9800. Mr. Herbert F. McCollom, Director of Education. Permanent exhibitions of products and industries from all over the world. Unit exhibitions for loan to schools. Arranges for class visits, and provides guides and lecturers.

PHILADELPHIA MUSEUM OF ART: 26th St. and Parkway, Phila. 30, Pa. PO 5-0500. Permanent exhibitions relating to world cultures. Student visits; instruction in art related to world cultures. Intercultural programs. Circulating exhibitions and film library.

ACADEMY OF NATURAL SCIENCE: 19th and Parkway, Phila. 3, Pa. RI 6-7622. Mr. James A. Fowler, Director of Education. Permanent exhibitions of minerals, wild life and resources indigenous to different areas and cultures of the world. Student visits. Evening travelogue programs. Library facilities.

BALTIMORE, MARYLAND

HARRY BARD, Curriculum Bureau, Baltimore, Md.

UNITED NATIONS ASSOCIATION OF MARYLAND: 1 W. Mount Vernon Pl., Baltimore 1, Md. SA 7-2317. Charles Cockey, Executive Secretary. Offers materials largely valuable for adult education. Provides speakers, films, study guides to schools, as well as publications issued by the American Association for the United Nations.

UNITED NATIONS YOUTH OF MARYLAND: 1 W. Mount Vernon Pl., Baltimore 1, Md. An affiliate of the United Nations Association of Maryland. Mrs. Thomas J. S. Waxter, Director of Youth Activities. Materials for pupils; some elementary, and a great number on the secondary level. U.N.P. offers assembly programs, inter-school activities, and Sunday afternoon international programs suitable for secondary levels. Scripts for assembly programs; films, study guides and speakers available.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION, INTERNATIONAL BRANCH: 26 South Broadway, Baltimore, Md. Miss Helen Garvin, Exec. Secretary. The work of this group is largely on the adult level, but their programs can be observed with benefit by pupils in elementary and high schools. New and old citizens from various ethnic groups and backgrounds develop dances, music, art, literature, and languages related to many countries. Exhibits and programs open to the public.

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS: 322 Mathieson Building, Baltimore, Md. Dr. Ross Clinchy, Director. Education committee serves elementary and secondary schools. Films, discussion materials, literature, reading lists, speakers for assemblies, and program advice. *Maryland State Newsletter* is available as are materials from the national office of the NCCJ.

LEAGUE OF WOMEN VOTERS: Baltimore Branch, 342 N. Charles St., Baltimore, Md. Mrs. Wilson Wing, President. Foreign policy materials of value for secondary school and adult level. Leaflets on foreign policy issues should prove of value as study guides, particularly in secondary schools.

JUNIOR RED CROSS, BALTIMORE CHAPTER: 2220 Saint Paul Street, Baltimore, Md. Mr. George MacDonald, Director. International activities include gift boxes, school chests, school correspondence, international art and music. Films, slides, some plays and pageants, exhibits and posters are available.

WALTERS ART GALLERY: Charles and Centre Streets, Baltimore, Md. Theodore L. Low, Education Director. Exhibits and school programs on all grade levels. Exhibits dealing with art and life in other countries. Slides available; speakers for schools.

BALTIMORE MUSEUM OF ART: Charles and 31 St., Baltimore, Md. Miss Adelyn D. Breeskin, Education Director. Exhibits and programs for elementary and secondary levels. Exhibitions illustrating the contributions of peoples of different lands. Special exhibits for students in such fields as "Modern France," "The World at the Time of Columbus," etc. are arranged from time to time. Descriptive leaflets.

WASHINGTON, D. C.

ROBERT H. REID, Comm. on International Relations, N.E.A.

COMMITTEE ON INTERNATIONAL RELATIONS, National Education Association of the United States: 1201 Sixteenth Street, N.W., Washington 6, D.C. Sponsors materials for teaching about world affairs. Send for free list of materials available, and price list. Robert H. Reid, Executive Assistant.

UNITED NATIONS ATOMIC ENERGY COMMISSION: Public Information Service, 1901 Constitution Ave., Washington 25, D. C. Bibliographies, official reports, lists of films. Send for listing of materials available.

UNITED STATES COMMITTEE FOR UNITED NATIONS DAY: 816 21st Street, N.W., Washington 6, D. C. Send for list of materials including discussion guides, posters and radio scripts.

UNITED STATES NATIONAL COMMISSION FOR UNESCO: Dept. of State, Washington 25, D. C. Leaflets, discussion guides, charts, study guides, and other materials about UNESCO. Send for list.

UNITED STATES OFFICE OF EDUCATION: Dept. of Health, Welfare and Education, Washington 25, D. C. Publishes a bibliography of UN materials, radio scripts, etc.

UNITED STATES DEPARTMENT OF STATE, PUBLIC SERVICES DIVISION: Washington 25, D. C. Samples of UN materials; also documents on current foreign relations issues.

INTERNATIONAL INFORMATION ADMINISTRATION: Dept. of State, Washington 25, D. C. Sponsors exchange program for teachers and students. Send 10c to Supt. of Documents, Gov't Printing Office, Washington 25, D. C. for pamphlet No. 4792, entitled "Educational Exchange Grants." This describes the opportunities offered and the method of applying for an exchange grant.

WORLD HEALTH ORGANIZATION (North American Regional Office): 1501 New Hampshire Ave., W.W., Washington, D. C.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN: 1634 1 St., N.W., Washington, D. C.

AMERICAN JUNIOR RED CROSS: Washington 13, D. C.

BROOKINGS INSTITUTE, International Study Group: 722 Jackson Pl., N.W., Washington, D. C.

PAN AMERICAN UNION: 17th and Constitution Ave., N.W., Washington, D. C.

UNITED NATIONS INFORMATION CENTER: 2000 Massachusetts Ave., N.W., Washington, D. C.

FOREIGN OPERATIONS ADMINISTRATION: 815 Connecticut Ave., N.W., Washington, D. C.

FOREIGN COMMERCE DEPARTMENT, U. S. Chamber of Commerce: 1615 H. St., N.W., Washington, D. C.

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